Alaska

Alternate Assessment Manual

Comprehensive System of Student Assessments (CSSA)

2008-2009

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ALASKA DEPARTMENT OF EDUCATION & EARLY DEVELOPMENT

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Glossary

A	Advanced Proficient
AA	Alternate Assessment
AAS	Alternate Achievement Standards
AIT	Assessor-In-Training
AT-AAC	Assistive Technology-Augmentative Alternative Communication
AYP	Adequate Yearly Progress
BP	Below Proficiency
CLS	Correct Letter Sequences
CNS	Correct Number Sequences
CWS	Correct Word Sequences
DOK	Depth of Knowledge
DRA	Dillard Research Associates
DTC	District Test Coordinator
EED	Early Education Department
ELOS	Expanded Levels of Support
ExGLEs	Extended Grade Level Expectations
FAQ	Frequently Asked Questions
FB	Far Below Proficiency
GLEs	Grade Level Expectations
IEP	Individualized Education Plan
ISR	Individual Student Report
NA-I	Not Administered-Inappropriate
NT	Not Tested
P	Proficient
PLD	Proficiency Level Descriptor
QA	Qualified Assessor
QT	Qualified Mentor Trainer
RWM	Reading, Writing, Mathematics
SBA	Standards Based Assessment
SEM	Standard Error of Measurement
SPGLEs	Science Performance Grade Level Expectations
STD	Standard
TSA	Test Security Agreement

Overview of the 2008-2009

Alaska Alternate Assessments in Reading, Writing, Math, and Science

TOPIC	DESCRIPTION
Alternate Assessment	The Alternate Assessment is a performance-task assessment using standardized materials that are provided on the assessment website. A Qualified Assessor, in a one-on-one setting with the student, typically administers the tasks. Tasks are grade level specific.
Content Assessed	Reading, Writing, Math and Science
Grade Levels Assessed	Students in grades 3 through 10. No retakes for the Alternate Assessment in grades 11, 12, 12+ as the Alternate is a non-diploma track assessment.
Eligible Students	Students must meet the participation criteria explained in the *Participation Guidelines*. The Individualized Education Plan (IEP) must designate and explain why the Alternate Assessment (AA) is the appropriate assessment for the student as well as explain why the Standards Based Assessment is not appropriate. A parent signature is required on the Assessment section of the IEP.
Test Window	February 23 through April 10, 2009
Website Information	Alaska Alternate Assessment, EED hosted website: http://www.eed.state.ak.us/tls/assessment/alternate_optional.html Alaska Alternate Assessment-Reading/Writing/Math/Science online test, DRA hosted website: http://ak.k12test.com/ secure DRA Web Reporting System for districts to obtain student reports, DRA hosted website: http://akreportsdev.k12test.com/
Mentor Program	The Alternate Assessment Mentor Program will continue in 2008-2009. Mentors go through a two-step training program to first become certified as Qualified Assessors. Following specific criteria mentors are certified as Qualified Mentor Trainers able to train, evaluate, and certify district personnel as Qualified Assessors.
Scoring	Qualified Assessors score student performance as they administer the assessment. Results are recorded on a Scoring Protocol which is used to enter scoring information on the online data entry. Scoring Protocols are maintained in the student file for a minimum of one year. Only trained and certified Qualified Assessors may download and administer the Alternate Assessment. Qualified Assessors are trained by district Qualified Mentor Trainers.
Expanded Levels of Support Items	EED will recruit special educators and content experts to rewrite the Early Entry Points to align to the Extended Grade Level Expectations in October 2008.
Bias and Content Review	EED will recruit special educators and content experts to conduct a bias and content review in January 2009,

Background of the Alternate Assessment

Historical Perspective: Designing the Original Alaska Alternate Assessment

The original design of Alaska's Alternate Assessment, a Student Portfolio, was intended to provide an accountability measure that was consistent with state standards, individualized, performance-based, used independent and reliable scoring, and could be integrated with curriculum and the student's Individualized Education Program (IEP). The need for developing an alternate assessment was in line with the requirements of the Goals 2000 and Improving America's Schools Act, the Individuals with Disabilities Education Act of 1997, as well as Alaska's Quality Schools Initiative which supported high standards, statewide assessments, and improved results for all students. The goal was to encourage states and districts to move in the direction of inclusive, standards-based IEPs for students with disabilities, including students with the most severe disabilities.

The development of Alaska's Alternate Assessment Student Portfolio was a collaborative effort between the Alaska Department of Education and Early Development, CTB-McGraw Hill, and members of the Statewide Alternate Assessment Stakeholder's Committee. The assessment was developed as part of Alaska's Comprehensive System of Student Assessments. Students were to participate in the Alternate Assessment in grades 3, 6, and 8 at the same time their peers were taking the Benchmark exams. In high school, eligible students participated in the Alternate Assessment in grade 11.
The development process included a Pilot Study with teacher-parent teams, which was completed in February of 2000. The assessment was field tested in the fall of 2000 with students in grades 3 and 11. Full implementation was scheduled for the 2001-2002 school year for all eligible students. The Alaska Alternate Assessment Student Portfolio remained in place through the 2005-2006 school years.
Scoring of the Student Portfolios was accomplished at scoring sessions. The department facilitated scoring sessions, with Alaska teachers trained as table leaders and scorers. Eventually, the department contracted the scoring to Data Recognition Corporation (DRC). Independent raters were trained using exemplars of each score and a scoring rubric. Scorers evaluated the evidence and data presented against the dimensions of the scoring rubric:

- Student Skill - how well the student performs the objective, to what extent the student is independent or requires prompts and assistance, and how much progress over time is evident.
- Generalization - the extent to which the objective is demonstrated in more than one environment or situation with different people (3-4 settings required).
- Appropriateness - the extent to which objectives were age-appropriate, challenging, authentic, and meaningful for the student.

The portfolio evidence (data collection and other evidence) was rated in each dimension and numerically rated (1-4) as: Advanced, Proficient, Below Proficient, Far Below

Proficient. Clearly articulated rules that further explained how to score the evidence against the dimensions of the scoring rubric guided scorers in their evaluation.

The Rationale for Redesigning the Alaska Alternate Assessment

There was pressure to change the format and test window of the Alternate Assessment from the teachers as well as from the department. Teachers wanted an assessment test window that more closely matched the general education assessment window; the Portfolio assessment window was 6-9 months. The state also conducted a survey of teachers as to their experiences, both positive and negative, with the portfolio. Teachers administering the portfolio assessment felt that the assessment inaccurately measured student abilities and instead measured the teacher's ability to assemble a convincing portfolio. Intended consequences included increased inclusion of students with significant cognitive disabilities in general education classrooms as well as teacher awareness of state content standards and the need to develop IEP goals and objectives that aligned with these standards. Despite ongoing training in how to write IEP objectives that aligned with the content standards, a review during scoring sessions of the objectives written by IEP teams indicated need for a more defined set of content standards, as many objectives were unaligned with the original content standards.

The state had developed the Grade Level Expectations (GLEs) for general education assessments. Before the development of the GLEs, the state content standards (called Performance Standards) were by age span. The Alternate Performance Standards had to be changed to reflect the change in the general education academic standards, which would resolve the issue of the overly broad Alternate standards. The existing proficiency level descriptors for the Alternate were universal descriptors, and the department wanted to develop grade-level proficiency level descriptors for the Alternate. The department assembled teams of content and special education experts, as well as other stakeholders, for the purpose of developing Extended Grade Level Expectations (ExGLEs) and grade-level Proficiency Level Descriptors (PLDs).

The state contracted with Dr. Gerald Tindal to conduct a Reliability and Validity Study in 2005. The evaluation determined that there was a need for revision of the Student Portfolio in order to meet the requirement for high technical quality required in the No Child Left Behind legislation. The study results recommended that standardized performance tasks be included in the portfolio to stabilize the comparability of assessment results between students. Additionally, the department felt a new standard setting was needed as the portfolio had undergone some revisions since its inception. A more reliable system for training teachers in the field was one of the department goals. In the fall of 2005, the department issued a Request for Proposals and awarded a contract to Dillard Research Associates to secure a standardized performance-task alternate assessment for students with significant disabilities that included an online test administrator training program to provide greater reliability in the administration and scoring of the assessment. The goals of these changes were to:

- ensure that students are accessing the academic content standards at their grade level by the use of the Extended Grade Level Expectations which are aligned to the test items;
- assess student's achievement based on the academic content reflected in the new grade level proficiency level descriptors;
- provide timely instructional feedback; and
- meet the NCLB condition that Alternate Assessments include the same technical adequacy required of general assessments.

These new Alternate Assessments are standardized, performance tasks administered and scored by assessors who undergo a multiple step qualification process. IEP teams make a determination whether a student is eligible to take the Alternate Assessment by following the guidelines in Alaska's *Participation Guidelines For Alaska Students in State Assessments*, September 2007 edition. After administering the assessments one-on-one to a student, assessors enter student demographic information and scores into an online scoring and reporting system. An unofficial student report is immediately generated for the purpose of providing instructional feedback and guidance to IEP teams. Official student reports that have had the demographic information checked for accuracy and have been assigned proficiency levels are mailed by the department to districts in the summer. The Reading, Writing, and Mathematics Student Portfolio Alaska Alternate Assessments were approved in 2006 by the United States Department of Education (USDOE) through the peer review process. The science assessment is being submitted in October 2008 to the USDOE for approval.

Vendor Contact Information

Dillard Research Associates (DRA) is committed to providing Alaska special educators with the best service and support possible. Registered users and Qualified Assessors who experience difficulty accessing the internet-based assessment system can call the **Help Desk (800) 838-3163.** If registered users and Qualified Assessors have other types of questions, they should first contact their district Alternate Assessment Qualified Mentor-Trainer.

The DRA Help Desk representatives will respond to calls or emails within 24 hours. If DRA representatives are unable to answer your question, they will research the answer and get back to you with an answer by the following day. All questions are collected in a spreadsheet, coded by topics, and the response noted.

The Help Desk will be open from October 1, 2008 until April 10, 2009.

District hosted computer lab training: DRA requests that the district Alternate Assessment Qualified Mentor-Trainer notify DRA a week in advance of scheduled computer lab trainings for district staff. DRA will have a representative on standby to assist with any technical difficulties.

The Alaska Alternate Assessment was originally developed and used with the state of Oregon from 1997 – 2005. The assessment has been significantly revised to align with Alaska content strands and proficiency level descriptors. Information about the test vendor can be accessed at http://dillardresearchassociates.com/ or Email: info@dillardresearchassociates.com

Dr. Gerald Tindal Project Director Dillard Research Associates 32534 Dillard Road Eugene, OR 97405	Dr. Kim Sherman Project Manager, Alaska Alternate Assessment ksherman@uoregon.edu Phone: 541-343-0403
Sevrina Tindal, Help Desk Representative Open: October 1, 2008 – April 10, 2009 Hours: Monday – Friday, 9am – 5pm Email: Sevrina@dillardresearchassociates.com Phone: 1-800-838-3163 Fax: 815-717-9683	

Department of Education and Early Development Contact Information

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http://www.eed.state.ak.us/tls/assessment/aa.html

Calendar 2008-2009
Alaska Alternate Assessments in Reading, Writing, Math, and Science

DATE	ACTIVITY
September 26, 2008	Special Education Director Conference Presentation: Alaska Alternate Assessment: Orientation for Special Education Directors, Millennium Hotel, Anchorage, AK
September 29, 2008	New Mentor Training, (non Qualified Assessors), Juneau, AK
October 1, 2008	Secure website for DTC access to Official Student Reports closes
October 1, 2008	DRA Help Desk opens
October 6, 2008	Window opens for DRA review of scoring protocols for mentors-in-training
October 27, 2008	Annual Alternate Assessment Mentor Training, BP Energy Center, Anchorage, AK
October 28, 2008	Expanded Levels of Support Committee, Anchorage
October 29, 2008	National Technical Advisory Committee meets to review Alternate Assessment Science Technical Report
November 1, 2007	DRA HelpDesk Opens
November –January	Mentors train Qualified Assessors
January 26, 2009	Conduct Mentor Pretest Audio and Preview of Online System
January 29-30, 2009	Content and Bias Review of new Alternate Assessment Items, Talking Book Library, Anchorage, AK
January 31, 2009	Last day for Mentors to submit Scoring Protocols for Protégés to Dillard Research Associates (DRA) for review/approval.
February 3, 2009	Secure Test posted online for download and materials preparation Secure Test to Qualified Assessors
February 23, 2009	Alternate Assessment Test Window Opens Qualified Assessors may begin assessing eligible students
February 27, 2009	Final date for mentors-in-training to mail-in scoring protocols for EED/DRA review.
March 1, 2009	Final date for qualified assessors to enter student caseload into online assessment system.
February-April 2009	Unofficial Individual Student Reports available to teachers upon completion of all student results into online data entry system
April 10, 2009	Alternate Assessment Test Window Closes Final date for entering student scores into online system
April 10, 2009	DRA Help Desk Closes
May 31, 2009	Final date to provide feedback via short online survey
April 13, 2009	DRA Helpdesk Closes
May 1, 2009	EED emails districts to confirm returning mentor status
June 19, 2009	DRA emails password information to District Test Coordinators to access Official Student Reports and Guides to Test Interpretation on secure website
June 19, 2009	Individual Student Reports mailed to Districts by EED
August 15,2009	EED emails districts with applications for new mentors, and registrations for returning mentors
October 1, 2009	Secure website for DTC access to Official Student Reports closes

Alaska Department of Education & Early Development
5-Year Test Window Calendar

2008-2009		
Date	**Assessment Name**	**Grade Levels**
Due to EED November 1, 2008	Kindergarten Developmental Profile	K-1
October 14-16, 2008	HSGQE Fall Retest	11,12,12+adult
January 26 – March 6, 2009	National Assessment of Educational Progress (NAEP)	Selected sites
February 2 – February 20, 2009	NRT Assessment: TerraNova Third Edition	5,7
February 1 – March 31, 2009	English Language Proficiency Assessment	K-12
February 23 – April 10, 2009	Alternate Assessments – Reading, Writing, Mathematics	3-10
February 23 – April 10, 2009	Alternate Assessments – Science	4,8,10
April 6 – April 20, 2009	Standards Based Assessments – Reading, Writing, Mathematics	3-9
April 6 – April 20, 2009	Standards Based Assessments –Science	4,8,10
April 7-9, 2009	HSGQE Spring Retest	11,12,12+adult
April 7-9, 2009	Combined SBA-HSGQE	10 only

Tentative	**2009-2010**	
Date	**Assessment Name**	**Grade Levels**
Due to EED November 2, 2009	Kindergarten Developmental Profile	K-1
October 6-8, 2009	HSGQE Fall Retest	11,12,12+adult
February 1 – February 19, 2010	NRT Assessment: TerraNova Third Edition	5,7
February 1 – March 31, 2010	English Language Proficiency Assessment	K-12
March 1 – April 16, 2010	Alternate Assessments – Reading, Writing, Mathematics	3-10
March 1 – April 16, 2010	Alternate Assessments – Science	4,8,10
April 5 – April 19, 2010	Standards Based Assessments – Reading, Writing, Mathematics	3-9
April 5 – April 19, 2010	Standards Based Assessments –Science	4,8,10
April 6-8, 2010	HSGQE Spring Retest	11,12,12+adult
April 6-8, 2010	Combined SBA-HSGQE	10 only

Tentative	**2010-2011**	
Date	**Assessment Name**	**Grade Levels**
Due to EED November 1, 2010	Kindergarten Developmental Profile	K-1
October 5-7, 2010*	HSGQE Fall Retest	11,12,12+adult
January 31 – February 18, 2011	NRT Assessment: TerraNova Third Edition	5,7
January 24-March 4, 2011	National Assessment of Educational Progress (NAEP)	Selected sites
February 1 – March 31, 2011	English Language Proficiency Assessment	K-12
February 28 – April 15, 2011	Alternate Assessments –Reading, Writing, Mathematics	3-10
February 28 – April 15, 2011	Alternate Assessments – Science	4,8,10
April 4 – April 18, 2011*	Standards Based Assessments – Reading, Writing, Mathematics	3-9
April 4 – April 18, 2011*	Standards Based Assessments –Science	4,8,10
April 5-7, 2011*	HSGQE Spring Retest	11,12,12+adult

April 5-7, 2011*	Combined SBA-HSGQE	10 only

Tentative	**2011-2012**	
Date	**Assessment Name**	**Grade Levels**
Due to EED November 1, 2011	Kindergarten Developmental Profile	K-1
October 4-6, 2011*	HSGQE Fall Retest	11,12,12+adult
January 30 – February 17, 2012	NRT Assessment: TerraNova Third Edition	5,7
February 1 – March 31, 2012*	English Language Proficiency Assessment	K-12
February 27 – April 13, 2012*	Alternate Assessments – Reading, Writing, Mathematics	3-10
February 27 – April 13, 2012*	Alternate Assessments – Science	4,8,10
April 2 – April 16, 2012*	Standards Based Assessments – Reading, Writing, Mathematics	3-9
April 2 – April 16, 2012*	Standards Based Assessments –Science	4,8,10
April 3-5, 2012*	HSGQE Spring Retest	11,12,12+adult
April 3-5, 2012*	Combined SBA-HSGQE	10 only

Tentative	**2012-2013**	
Date	**Assessment Name**	**Grade Levels**
Due to EED November 1, 2012	Kindergarten Developmental Profile	K-1
October 2-4, 2012*	HSGQE Fall Retest	11,12,12+adult
January 30 – February 17, 2013	NRT Assessment: TerraNova Third Edition	5,7
February 1 – March 31, 2013*	English Language Proficiency Assessment	K-12
February 27 – April 13, 2013*	Alternate Assessments – Reading, Writing, Mathematics	3-10
February 27 – April 13, 2013*	Alternate Assessments – Science	4,8,10
April 1 – April 19, 2013*	Standards Based Assessments – Reading, Writing, Mathematics	3-9
April 1 – April 19, 2013*	Standards Based Assessments –Science	4,8,10
April 2-4, 2013*	HSGQE Spring Retest	11,12,12+adult
April 2-4, 2013*	Combined SBA-HSGQE	10 only

*Contingent upon new contracts with test vendors.

2008-2009 Assessment Calendar

Assessment	Grade Level												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Kindergarten Development Profile	Sept. 7 – Nov. 1, 2008												
HSGQE Retakes Only												Oct. 14-16, 2008	Oct. 14-16, 2008
TerraNova Norm Referenced Test (Feb. 9-13 suggested test dates for quarter norm comparability)						Feb. 2 - Feb. 20, 2009		Feb. 2 - Feb. 20, 2009					
English Language Proficiency Assessment	Feb. 1 - Mar. 31, 2009	Feb. 1 - Mar. 31, 2009	Feb. 1 - Mar. 31, 2009	Feb. 1 - Mar. 31, 2009	Feb. 1 - Mar. 31, 2009	Feb. 1 - Mar. 31, 2009	Feb. 1 - Mar. 31, 2009	Feb. 1 - Mar. 31, 2009	Feb. 1 - Mar. 31, 2009	Feb. 1 - Mar. 31, 2009	Feb. 1 - Mar. 31, 2009	Feb. 1 - Mar. 31, 2009	Feb. 1 - Mar. 31, 2009
NAEP (Districts will be notified if selected.)					Jan. 26 – Mar. 6, 2009				Jan. 26 – Mar. 6, 2009				
Standards Based Assessments - Reading, Writing, and Mathematics				Apr. 6 - Apr. 20, 2009	Apr. 6 - Apr. 20, 2009	Apr. 6 - Apr. 20, 2009	Apr. 6 - Apr. 20, 2009	Apr. 6 - Apr. 20, 2009	Apr. 6 - Apr. 20, 2009	Apr. 6 - Apr. 20, 2009	Apr. 6 - Apr. 20, 2009		
Standards Based Assessment - Science*					Apr. 6 - Apr. 20, 2009				Apr. 6 - Apr. 20, 2009		Apr. 6 - Apr. 20, 2009		
HSGQE											Apr. 7-9, 2009	Apr. 7-9, 2009	Apr. 7-9, 2009
Alternate Assessment				Feb. 23 - April 10, 2009	Feb. 23 - April 10, 2009	Feb. 23 - April 10, 2009	Feb. 23 - April 10, 2009	Feb. 23 - April 10, 2009	Feb. 23 - April 10, 2009	Feb. 23 - April 10, 2009	Feb. 23 - April 10, 2009		

All Students =
AYP =
HSGQE Retest =
All LEP =
Severely Cognitively Disabled =
Selected students only =

**A district may apply to test science as early as the Thursday prior to the test window based on the calendar (not school calendar). Applicants must provide evidence that the full 11 day test window has not been utilized in prior years due to circumstances created by mandatory test shipping dates. This rule is in place only for 2008-2009 as a pilot.*

POLICY & GUIDANCE

Alternate Assessment Policy and Guidance

Test Window for the Alternate Assessment

The Alternate Assessment test window is February 23 through April 10, 2009. During this time *Qualified Assessors* must administer the assessment to all qualified students and enter student scores into the online data entry system. Scores entered after the close of the test window are not scored.

Alternate Assessment Mentor Program

Alternate Assessment Mentors, also called *Qualified Mentor Trainers*, serve as the district trainers and primary contact for the department's Alternate Assessment Program Manager. As district trainers, mentors certify school personnel as *Qualified Assessors* who are able to administer and score the alternate assessment. Only *Qualified Assessors* have access to the secure test.

Administering the Alternate Assessment

Only school personnel may administer the Alternate Assessment **(4 AAC 06.765, c)**. All personnel must be trained and meet the proficiency requirements as *Qualified Assessors* before receiving access to the secure test and administering the assessment to a student. Mentors certify school personnel as *Qualified Assessors.*

Registering for the Alternate Assessment

There is no pre-registration or pre-code file for the alternate assessment. A designated member of the student's Individualized Education Program team must notify the appropriate district personnel when a student becomes eligible, or ineligible, for the Alternate Assessment so that the district's data are properly updated. Qualified Assessors enter student names, Alaska state identification numbers and other required demographic information into the online assessment system by March 2, 2009.

Requirement to Test All Students

Regulation **4 AAC 06.820** requires that any student enrolled in a school on the first day of testing, must participate in testing. The first day of testing is considered the first day of testing for the Standards Based Assessments, during the first week in April, even though the alternate assessment test window opens much earlier. This is to ensure that all students who are testing will be counted in the Participation Rate File that each district is required to submit. This requirement includes students who enroll in districts late in the school year.

1. **Transfer Students**: The alternate assessment (AA) test window is longer and opens earlier than the Standards Based Assessment (SBA) test window. The first day of the SBA test window occurs during the first week of April. See http://www.eed.state.ak.us/tls/assessment/testingdates.html for exact dates. To ensure that a transfer student counts for the current district's participation rate, the current district must contact the previous district to ensure the AA was administered. If the test was not administered, the current district must administer the Alternate Assessment. The district in which a transfer student is enrolled on the first day of the SBA test window is ultimately responsible for making sure the student has been assessed.

2. **Late Entry**: These are students who enter the district from out of state, or from a private school, after the Alternate Assessment test window opens. In order to count for the district's participation rate, the district must administer a minimum of one assessment in reading, writing, or mathematics.

3. **Dual Enrollment**: A student may be dually enrolled in two (2) districts if they are in a correspondence program. If a student with an Individualized Education Program (IEP) is dually enrolled in two districts, as a result of enrollment in a correspondence program, the district in which the student is enrolled for a greater percentage of FTE is responsible and held accountable for the results through AYP. If both districts enroll the student .50, the district that enrolls the student for language arts is responsible and held accountable for the results through AYP. **4 AAC 09.040-Counting of correspondence students and part-time public school students**

4. **Long-Term Illness**: As explained in school law **4 AAC 09.040-Counting of correspondence students and part-time public school students,** all students enrolled for a full academic year who are counted as more than 0.25 full-time equivalent (FTE) must be included in the state assessments and determination of adequate yearly progress. Unexpected severe medical conditions that prevent participation and first year (new to the country) immigrant students who are limited English proficient (LEP) students are the only exclusions. For medical emergencies, the district notifies the state, through the participation rate file, of those students who have an unexpected and severe medical emergency. Severe and unexpected medical emergencies must have medical documentation that is maintained in the student's permanent record. An example of a medical emergency is a car accident. Long-term illness is not considered an unexpected severe medical emergency.

5. Other reasons not tested are explained in the Alternate Assessment Manual under the Administration Rules.

PARTICIPATION CRITERIA

Participation Criteria
For Determining Student Eligibility in
Alaska's Non-Diploma Track
Alternate Assessment

Students with significant cognitive disabilities will have access to, participate in, and make progress in the general education curricula. These students must also participate in statewide assessments administered in all grades 3–10, but they will usually take an Alternate Assessment. The Alternate Assessment is based on Alaska standards but measured against alternate achievement standards, and the Alternate Assessment does not lead to a diploma. Alternate achievement standards are expectations of performance that differ in complexity from grade level achievement standards. It is expected that only a small number (less than two percent) of all students will participate in the Alternate Assessment. District personnel must be trained and certified to access and administer the Alternate Assessment.

Eligibility for the Alaska Alternate Assessment is a decision made by the Individualized Education Program (IEP) team members. Decisions made by the IEP team are reflected on the student's IEP and kept in the student's special education file. Parents must be informed when their child's achievement will be based on alternate achievement standards. Alternate achievements standards are proficiency scores and proficiency level descriptors that are different from the achievement standards for the Standards Based Assessment. Students taking the Alternate Assessment are not eligible to receive a high school diploma

The IEP form found in the Special Education Handbook includes a page for selecting state and district-wide assessments. The section for students taking the Alternate Assessment must be completed and filed in the student's special education file. This section includes the following information:

1. The Alternate Assessment is based on alternate achievement standards and does not lead to a diploma.
2. The IEP team must provide a statement describing why the regular assessment is not appropriate.
3. The IEP team must provide a statement describing why the Alternate Assessment is appropriate.
4. A parent's signature is required to acknowledge the student's participation in a non-diploma track assessment.

Criteria for IEP teams in determining student eligibility for Alternate Assessment:

Instructions: If any response to the criteria is "No" or "Disagree" the student must participate in regular state assessments with or without accommodations.

Yes/ Agree	No/ Disagree	Participation Criteria
		The student's cognitive ability and adaptive skill levels prevent completion of the standard academic curricula that lead to a diploma, even with adaptations.
		The student has an Individualized Education Program (IEP).
		The decision for using the alternate assessment is an IEP team decision, and the decision is not being made for program administration reasons.
		The modifications needed by the student to participate in the regular assessment would compromise the validity of the test.
		Objectives written for the student in the designated content area(s) are less complex than the grade level expectations, making the regular assessment, even with accommodations, inappropriate for this student.
		The student requires extensive, frequent, individualized instruction in multiple settings to acquire, maintain, generalize and demonstrate performance of skills.
		The student demonstrates cognitive ability and adaptive behavior that require substantial adjustments to the general curriculum.
		The decision to participate in the alternate assessment is **not** based solely on excessive or extended absences.
		The decision to participate in the alternate assessment is **not** based solely on language, social, cultural, or economic differences.
		The decision to participate in the alternate assessment is **not** based solely on deafness/blindness, visual, auditory, and/or motor disabilities.
		The decision to participate in the alternate assessment is **not** primarily based on a specific eligibility determination.
		The decision to administer the state's alternate assessment is **not** based on the fact that the student's instructional reading level is below the grade level of the regular assessment to be administered.
		The decision to administer the alternate assessment is **not** based solely on the fact that the student is expected to perform poorly on the regular assessment.
		The decision to administer the alternate assessment is **not** based on the fact that the student is expected to experience duress under testing conditions.
		The decision to administer the alternate assessment is **not** based on the fact that there is a high probability that the student will demonstrate disruptive behaviors during the regular assessment.
		The decision to administer the alternate assessment is **not** based primarily on the student's visual, auditory, physical, or emotional behavioral disabilities.

The above guidance is also available on the department Alternate Assessment website.

For additional guidance to help to help IEP teams in determining accommodations for testing, refer to Table 2 for the standardization it offers.

Alaska Alternate Assessment Test Security

TEST SECURITY

- Test administrators must fulfill training requirements to become a Qualified Assessor and Qualified Mentor Trainer.
- Only Qualified Assessors may access the Secure Test.
- Only Qualified Assessors may administer assessment.
- The Alternate Assessment scoring protocols and student materials may be copied.
- Keep test secure when making copies and distributing.
- The Alternate Assessment secure test is made available 2 to 3 weeks prior to the opening of the test window in order to allow Qualified Assessors sufficient time to download and prepare materials for test administration.
- The test may be administered ONLY during the test window.
- Retain a copy of original student protocols in student file for at least one year. If a student transfers to a different school, test information is to transfer with the student's file.
- The Secure Test becomes the Practice Test the following year.
- Qualified Mentor Trainers are to work with District Test Coordinators to identify all students eligible for alternate assessments.
- Ensure that all students eligible for the Alternate Assessment are assessed.
- Make sure enough Qualified Assessors for the number of students requiring Alternate Assessment are trained and certified to administer the assessment.
- Obtain Alaska State Student Identification numbers from the District Test Coordinator.
- Use Alaska State Student Identification numbers on scoring protocols and for online data entry.
- District Student Identification numbers are optional at the state level, but may be entered for district use.
- Make sure to schedule time for testing all students in all content areas.
- Data entry of student scores must be done during the test window.
- Schedule enough time for accurate data entry of student demographic information and student scores.
- The alternate assessment website closes down at the end of the test window, and qualified assessors will be unable to enter scores after that date.

Updated September 2008

Alaska Alternate Assessment Online Test Security

Level 1: This is a demonstration site. This level allows the user to access some of the training materials. All records are wiped out daily.

Level 2: Registered Users can access the training materials and proficiency examinations. This is the beginning level for assessors-in-training (AIT).

Level 3: After registered users have completed all proficiency examinations accurately, the Registered User/assessor-in-training becomes a Qualified Assessor (QAs) and gains access to the secure test materials (including scoring protocols, student materials), and the data entry and reporting section of the website.

Level 4: Qualified Mentor-Trainers (QTs) can access the training materials, proficiency examinations, and all secure test materials. They also grant access to individuals who become qualified assessors (QAs).

Level 5: Key personnel within the Alaska Early Education and Development (EED) Office and Dillard Research Associates (DRA) have access to all materials noted above, as well as the records of all test administrators and students.

Updated September 2008

2007-2008

Alaska Comprehensive System of Student Assessment

Alternate Assessment Test Security Agreement
For Testing Personnel, Qualified Assessors, Qualified Mentor Trainers

According to regulation 4 AAC 06.765 (f) *"school and district personnel responsible for test administration shall annual execute an agreement, on a form provided by the department, affirming that they will follow the test procedures required under this section."*

Test security is essential to obtain reliable and valid scores for accountability purposes. Accordingly, the Department of Education & Early Development must take every step to assure the security and confidentiality of the state test materials. It is the responsibility of individuals who develop the tests, who administer the tests, and/or those who use the results to follow test security laws, regulations, and procedures.

Listed below are required procedures in administering assessments and handling test materials for school personnel responsible for test administration. Please read each statement carefully and **initial each line** to indicate that, as school testing personnel, you agree to follow these procedures. At the bottom of this checklist (reverse side), please sign your full name and indicate the name and address of your school district.

If you have any questions about test security or about any of the procedures listed below, please contact the appropriate district personnel (i.e., District Test Coordinator, Alternate Assessment Qualified Mentor Trainer, or the State of Alaska Assessment Administrator (907-465-8432).

Return this form to District Test Coordinator

ALL TESTING PERSONNEL SECTION
To be completed by each person assisting with testing or administering Alternate Assessments.
All Test Personnel, Qualified Assessors, and Qualified Mentor Trainers must initial items in the first section.
Mark NA if not applicable to your duties.

_____Before receiving any test materials, I will deliver this properly signed Test Security Agreement to the District Test Coordinator (DTC).

_____I am employed by the school district.

_____Follow state and district confidentiality policies regarding the Alternate Assessment.

_____Ensure that no one violates the accuracy of the AA by manipulating the process, demographic data, or the student's answers.

_____I shall maintain the security and confidentiality of electronic test data files, individual student reports, and other testing reports designated as secure. [4 AAC 06.765 (g)]

_____Inventory and track materials. (Mark NA if not applicable to your duties).

_____Securely store Alternate Assessment materials before and during the test window. (Mark NA if not applicable to your duties).

_____Retain scoring protocols in the student file for one year. (Mark NA if not applicable to your duties.)

Updated September 2008

This section to be completed by Testing Personnel

_____I will not be administering alternate assessments, but will handle secure test materials.

Section for Qualified Assessors

_____Under the guidance of a Qualified Trainer, complete training and demonstrate proficiency as a Qualified Assessor prior to administering the alternate assessment.

_____Complete the administration, scoring, and data entry during the specified test window.

_____Ensure that no answers are altered after testing is completed. [4 AAC 06.765 (d) (9)]

Section for Qualified Mentor Trainer

_____A copy of a properly signed Test Security Agreement is on file with 1) the Alternate Assessment Program Manager, Department of Education and Early Development and 2) District Test Coordinator.

_____Under the guidance of EED and DRA, complete training and demonstrate proficiency as a Qualified Trainer prior to training testing personnel and administering the Alternate Assessment.

_____Certify only Qualified Assessors who have completed the required training and attained proficiency.

_____Complete the administration, scoring, and data entry during the specified test window (Mark NA if not applicable to your duties.).

_____Ensure that no answers are altered after testing is completed. [4 AAC 06.765 (d) (9)]

_____Immediately report any breach of test security to the District Test Coordinator or EED. [4 AAC 06.765 (h)]

Test personnel who violate these procedures have engaged in substantial noncompliance with the test security regulation (4AAC 06.765) of the Alaska Department of Education & Early Development and may be referred to the Professional Teaching Practices Commission.

I have read and understood all of the above procedures and agree to follow them strictly in order to protect the security of restricted test materials. I affirm that the test procedures of the Department of Education & Early Development will be followed.

_____ _____

Signature Date

_____

First and Last Name typed or printed clearly

_____

School

_____

School District

Return original completed form to your District Test Coordinator.
Qualified Mentor Trainers returns a copy to EED.
Keep a copy for your files.

Updated September 2008

Section 2

Training and Test Administration

- Overview
- System Requirements
- Test Administration Training Requirements
- QA and QT Requirements Checklist
- Practice Test Description
- Annual Required Refresher Tasks
- Points and Blueprint of Tasks
- Administration Rules, Reasons Not Tested
- Data Entry
- Online Training and Proficiency Crib Sheet
- Modifications to Online System 2008

ALASKA ALTERNATE ASSESSMENT SYSTEM

Introduction and Overview

The Alaska Alternate Assessments focus on basic academic skills comprised of reading, writing, mathematics, and science tasks to provide sensitive administration and scoring systems that relate to Alaska's extended grade level expectations.

The alternate assessment is comprised of the following components of a web-based training system that can be located at the following URL – http://ak.k12test.com. At this web site, all materials can be found, including:

- Video-based training in each task
- Training manuals for each subject area
- Proficiency examinations (see section on Qualified Assessors and Trainers)
- Practice materials for test administration
- Secure test materials accessible only to qualified assessors
- A data entry and reporting portal

Student Population Tested

This test is reserved for those students with the most significant cognitive disabilities and up to 1% of the student population may be considered proficient on this assessment if they achieve proficiency. The decision of which students will participate in the Alternate Assessment is the result of a discussion between the student's IEP team and school district. This discussion is guided by the eligibility criteria for students with significant cognitive disabilities published in the Participation Guidelines for Alaska Students in State Assessments, September 2007 edition, pages 7-9, available on the Alaska Department of Education and Early Development website at: http://www.eed.state.ak.us/tls/assessment/alternate_optional.html.

Accommodations

The Alternate Assessment allows for many accommodations to be granted during administration. The Science Training Manual provides helpful examples of accommodations that administrators may be most likely to utilize during actual administration. However, these are but a sampling of possible accommodations, and should not be considered an exhaustive list. Ultimately, it is up to the administrator to decide which accommodations are appropriate for their student, based on accommodations listed in the student's IEP. This discussion is guided by the eligibility criteria for students with significant cognitive disabilities published in the Participation Guidelines for Alaska Students in State Assessments, September 2007 edition, pages 7-9, available on the Alaska Department of Education and Early Development website at: http://www.eed.state.ak.us/tls/assessment/alternate_optional.html.

There is a certain amount of flexibility for the QA in how to present the student materials. In addition to altering the materials for an allowable accommodation (e.g., increasing the text size of student materials), all QAs may substitute real life objects for those represented in the materials. For example, an actual glass of water may be used in lieu of the drawing of a glass of water provided in the materials, if the QA feels it would be beneficial.

COMPUTER REQUIREMENTS

Online System
Computer Requirements

The Alaska Alternate Assessment online system supports both Windows and Macintosh computers using a variety of web browsers.

Windows 2000 / XP / Vista: Internet Explorer 6.0+ or Firefox 1.5+
Mac OS X : Safari 1.2, 2.0, or Firefox 1.5+

In addition, the following settings and additional software are required. Note: Links to free downloads for Acrobat and Flash are available from the website requirements page:

http://akdev.k12test.com/info/requirements.php
- Javascript Enabled
- PDF File Viewer (Adobe Acrobat) 5.0+
- Adobe Flash Player 8.0+

Test Administrators

Only school personnel may administer the Alternate Assessment. This includes both teachers and paraprofessionals. In order to become a QA, individuals must go through online training, pass proficiency tests, and administer a practice assessment, which is then reviewed by their Qualified Mentor-Trainer (QT). Each QT must go through this training, as well as additional in person training provided annually by the Department of Education, in order to serve as a valuable resource to QAs.

Test Administrator Training

The bulk of training occurs on the website http://ak.k12test.com. Assessors-in-Training (AIT) go through a series of vignettes designed to familiarize them with both appropriate testing and scoring techniques. These training vignettes familiarize Assessors-in-Training with the wide variety of tasks they will encounter on the Alternate Assessment, and show videos demonstrating all the nuances needed in a proper administration. Following the training exercises, Assessors-in-Training must pass a series of brief proficiency tests related to the different tasks in each content area, as well as tests on general administration. The next section contains information on scoring, specifically training to become a Qualified Assessor and Qualified Mentor Trainer with in-depth details on training procedures.

After Assessors-in-Training complete all training and proficiency tests successfully, they must administer a practice test and have it reviewed by their QT. These individuals have been appointed by the Special Education Director or Superintendent to be the primary point of contact for the Alternate Assessment Program Manager. Once the Assessor-in-Training has completed these tasks, the QT upgrades their account to the status of QA. In subsequent years, QAs must complete only refresher proficiency tests to keep their certificate and maintain QA status. At the beginning of the 2008 test window there were 201 QAs.

The additional responsibilities of a QT necessitated additional training, which was held on October 15 -16, 2007 in Anchorage. This training provided more in-depth information on the creation of and changes to the 2007-2008 Alternate Assessments. Considerable time also was spent exploring the updated training website. New QTs had to complete all the training that a QA goes through, and returning QTs completed brief refresher training tutorials and proficiency tests. New QTs also had to train a protégé and be approved by DRA. At the beginning of the 2008 testing window, there were 41 QTs.

Scorer Training and Qualification – Online Proficiency

In order to ensure that valid and reliable test scores are being recorded, thorough training is required for all QAs. As described in the previous chapter, QAs must complete online training and proficiency tests, which focus on proper scoring in all of the different task types. Although there is less grey area in scoring the subject area of Science, ample practice is still provided through 11 training vignettes and corresponding proficiency tests. Only after passing these tests does an individual become a QA and begin administering the test to students.

The tests contain administration videos with up to five questions regarding testing techniques and scoring. There are 57 tests total. Eighty percent correct is required to pass a proficiency test and trainees have 10 opportunities per test to pass. If an Assessor-in-Training fails 10 tests, he or she must contact the Dillard Research Associates (DRA) helpdesk to have their account reset, thus requiring the Assessor-in-Training to retake all proficiency tests. A total of 256 teachers reached proficiency on the science tests the first time.

Scoring Materials and Process

Scoring materials are located in the scoring protocol. Each task has its own scoring page, which comes after the administration protocol for the task. Scores are marked on the page, next to each item, by writing in either a two for a correct response, or a zero for an incorrect response. There is no partial credit awarded on the Science Assessment. After the assessment has been fully administered, the QA logs onto the training website to record the student's scores. These scores are then reported in an unofficial report breaking down the scores by task and item. The unofficial report shows percentage correct on tasks completed and does not reflect raw scores or proficiency levels.

Quality Control of Scoring – Reliability of the Alternate Assessment Administration and Scoring Process: Training to become a Qualified Assessor

A cadre of Qualified Assessors (QA) completed administration and scoring of the Alaska Alternate Assessment. Qualified Assessors receive a multiple step training in order to qualify as a test administrator. Each district is encouraged to also have a Qualified Mentor Trainer (QT) who has completed additional training and can train and mentor other school personnel in developing the skills to reliably administer the Alternate Assessment.

In order to ensure score reliability, a multiple step process is in place to develop competent, knowledgeable test administrators and scorers. A standard approach to administration and scoring leads to fair assessments, comparable scores between assessors and across settings, and provides an accurate picture of what the student knows and can do.

Step 1-Orientation and Online Training

Training is provided under the guidance of a qualified mentor trainer. Assessors-in-training (AIT) are given an orientation to the Alternate Assessment by a mentor or the Department of Education. Next, AITs register themselves on the online system and receive a password. They then complete a self-paced series of training modules offered online. These modules include: an overview of the task, instruction on how to administer the task with both text and video provided, instruction on how to score the task with both text and video provided, and finally the AIT takes a proficiency module for that task. After scoring 80% or above, the AIT has completed the

training for that particular task. The training modules are accompanied by a duplicate hard copy training manual that is available on the training website for download and printing. The training modules consist of 11 reading modules, 10 writing modules, 21 math modules, 11 science modules, and 8 administration modules.

Step 2-Administering Practice Tests
The assessor-in-training now downloads the practice tests in reading, writing, mathematics, and science and prepares the materials. A test consists of scoring protocols and student materials. The AIT administers and scores the tests to a student. It is recommended that the assessor locate a student who may or may not have a mild learning disability at approximately a fourth grade level. The overarching goal is to administer all the tasks in the test in order to become comfortable and fluent handling the student materials and scoring protocols while administering and scoring the test. Additionally, the AIT is required to read and sign a Test Security Agreement and keep it on file with the District Test Coordinator (DTC).

Step 3-Evaluation of Scoring Protocols
The scoring protocols are given to a Qualified Mentor Trainer (QT) to evaluate and score. Scoring Protocols for AIT who are going on to become mentors are scored by the test vendor. The AIT receives additional training if necessary, and may be required to resubmit their scoring protocols until they receive a passing score.

Step 4-Certificate of Qualification
Qualified Mentor Trainers issue Certificates of Achievement for Qualified Assessors (QA), and change the status of the AIT in the online system to Qualified Assessor. The QA now has access to the secure test materials and to the Scoring and Reporting data entry section of the assessment.

Step 5-Maintaining Qualifications
The requirements for maintaining the Qualified Assessor status are to attend any trainings the district's Qualified Mentor Trainer may require, complete the designated refreshing skills to maintain familiarity with the tasks, and sign an updated Test Security Agreement (TSA).

Training to Become a Qualified Mentor Trainer

The purpose of the Alternate Assessment Mentor Program is to prepare district level trainers who train district personnel in correct test administration procedures for the Alternate Assessment. Mentors are available through the year to answer questions and assist district personnel. They are the first point of contact in the district for the state's Alternate Assessment Program Manager. Additionally, mentors act as an advisory group for the Alternate Assessment. The preferred qualifications for mentors are: be a certified teacher in the State of Alaska with a special education endorsement and have experience with low-incidence disabilities. The state encourages every district to have at least one Qualified Mentor Trainer and one Qualified Assessor. The state currently has 41trained mentors representing 39 of 54 total districts with approximately 10-15 new mentors to be trained in Fall 2008.

Qualified Mentor Trainers (QT or Mentors) Additional Responsibilities

- Attend Mentor Training annually
- Become certified as a Qualified Assessor and a Qualified Mentor Trainer
- Annually refresh skills to maintain qualifications

- Conduct training for district personnel using materials provided by EED and the test vendor, Dillard Research Associates (DRA)
- Become familiar with eligibility criteria and test security
- Become familiar with the Extended Grade Level Expectations
- Answer staff questions about the alternate assessment
- Assist the District Test Coordinator in identifying students eligible for the Alternate Assessment
- Act as primary district contact for Alternate Assessment Program Manager
- Provide feedback on the Alternate Assessment as requested by EED and the test vendor

Step 6-Attend Annual Mentor Training
After completing steps 1-5 above and receiving a Qualified Assessor certificate, Mentors-in-training attend an Annual Mentor Training. Training is conducted by EED and the test vendor. Mentors complete an Implementation Plan (sample form included below) annually which must be approved and signed by the district Special Education Director. The purpose of the Implementation Plan is to help Mentors develop a plan to coordinate the training of school personnel to the Qualified Assessor level, and to assist District Test Coordinators in identifying students eligible for the Alternate Assessment. Training of mentors is supervised by both EED and the vendor.

Step 7-Training a Protégé
Mentors train a protégé by providing an orientation to the Alaska Alternate Assessment, supervising the protégé's progress in completing the online training and proficiencies, and providing ongoing support. After completing and passing all the required online training and proficiency modules, the Mentor ensures that the protégé selects a student and administers the practice test and signs a Test Security Agreement.

Step 8-Evaluation of Protégé's Scoring Protocols
After administering the practice test the Qualified Mentor Trainer evaluates their protégé's scoring protocols, has the protégé correct any errors, supervises any necessary retraining, then submits the scoring protocols containing the mentor-in-training scoring and feedback to EED who ensures all necessary components are included, then submits the scoring and feedback to the test vendor for evaluation of the mentor's ability to score another's work.

Step 9-Certificate of Qualification
EED notifies the QT when the vendor has approved their evaluation of the protégé's scoring protocols. While the QT issues a Certificate of Achievement to their protégé as a new Qualified Assessor and changes their status in the online system, EED also issues a Certificate of Achievement to the mentor-in-training, designating them as a new Qualified Mentor Trainer, and changes the new mentor's status in the online system. This change in status provides the QT access to view their district mentor information and grants the ability to make status changes.

Step 10-Training District Personnel
The QT may now implement training of district personnel selected to become Qualified Assessors. The QT will use the same procedures as with their protégé. The QT will evaluate the scoring protocols of the assessors-in-training, but will not submit these to EED or the test

vendor. The QTs function as evaluators, make all status changes in the secure online system for their district, and issue Certificates of Achievement.

Step 11-Maintaining Qualifications
Qualified Mentor Trainer must attend Annual Mentor training, complete the designated refreshing skills to maintain familiarity with the tasks, and sign an updated Test Security Agreement kept on file with EED and the District Test Coordinators.
Resources Available to Qualified Assessors and Qualified Mentor-Trainers:
Annual training, training manuals, access to a HelpDesk maintained by the test vendor, coaching by Qualified Mentor Trainers, peer support, retraining available on the online test site, Program Manager for the Alternate Assessment.

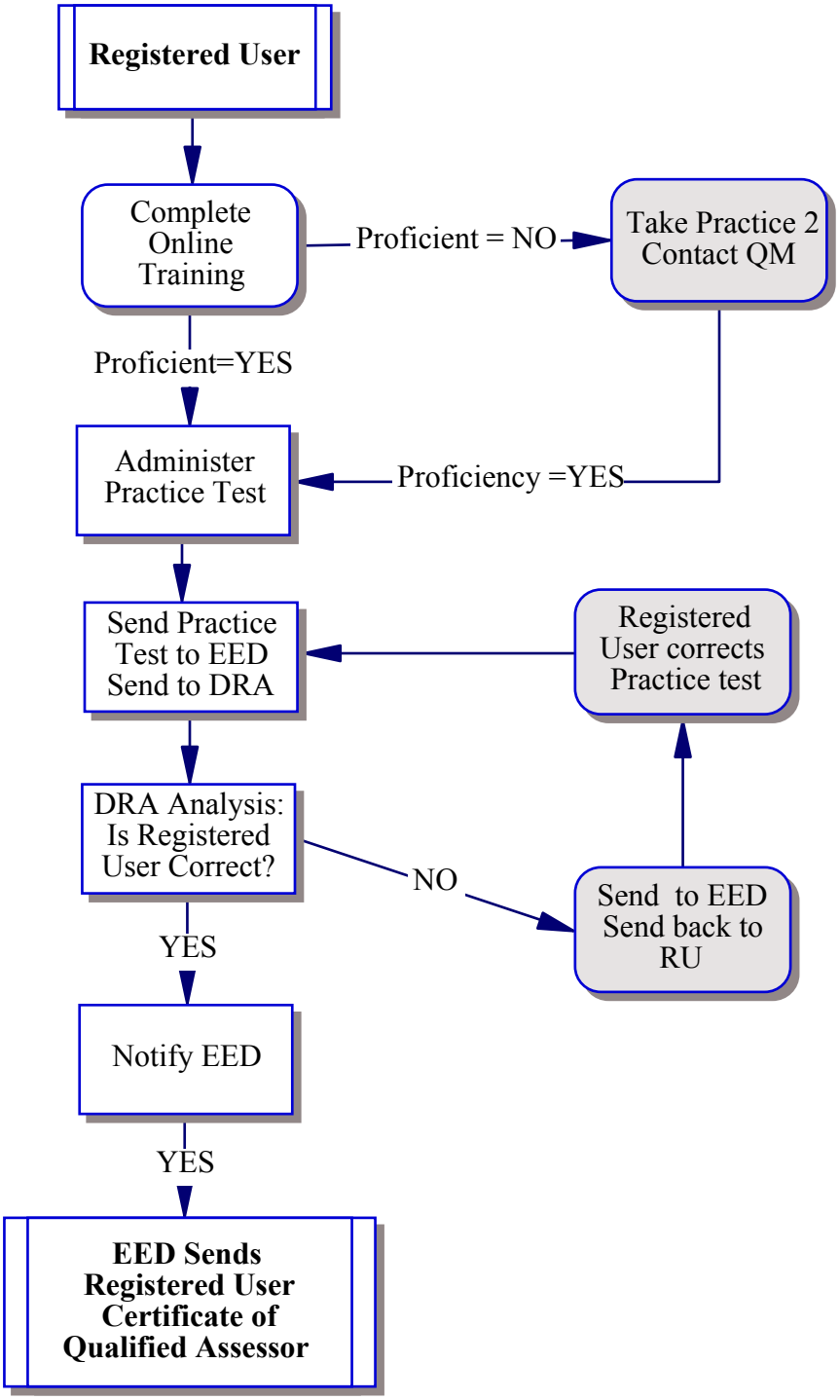
F*orms and procedures used in the qualification process*:

1. Qualified Assessor, Qualified Mentor-Trainer Qualification Sequence
2. Scoring Protocol Review Sheet (Used by the test vendor to evaluate scoring protocols for the mentors-in-training, and by Qualified Mentor Trainers to evaluate protégés
3. Alternate Assessment Test Security Agreement for Testing Personnel, Qualified Assessors, and Qualified Mentor-Trainers
4. Alternate Assessment District Implementation Plan (for Mentors)

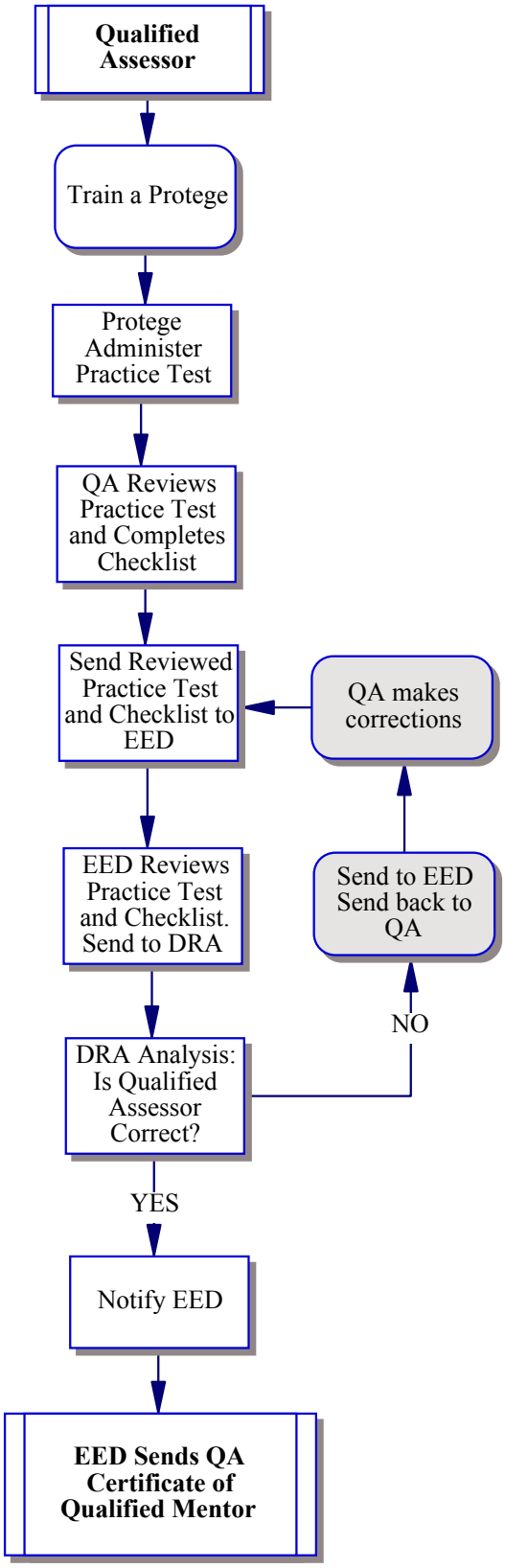
CHECKLIST

Qualified Assessor, Qualified Mentor/Trainer Qualification Sequence	
Qualified Assessor	**Qualification Checklist for *Qualified Assessors*** ☐ Complete *Qualified Assessor* training. ☐ Complete and attain proficiency in all required online training (content and test administration). ☐ Sign Test Security Agreement. File with District Test Coordinators. ☐ Administer all content area Practice Tests. ☐ Submit Scoring Protocols from the practice test administration for evaluation and approval by a *Qualified Mentor Trainer.* (Mentors-in-training submit scoring protocols to test vendor via EED) ☐ Receive a *Qualified Assessor* certificate from a *Qualified Trainer.* ☐ Your Mentor changes status to Qualified Assessor in online system.
Annual Requirements: Qualified Assessor	**Annual requirements to remain a *Qualified Assessor*** ☐ Hold a *Qualified Assessor* Certificate. ☐ Attend any district-required trainings. ☐ Re-register online annually. Review training modules and refresh proficiencies as required to maintain skills. ☐ Sign Test Security Agreements. File with District Test Coordinators.
Qualified Mentor-Trainer	**Qualification Checklist for *Qualified Mentor Trainers*** ☐ Hold a *Qualified Assessor* certificate. ☐ Attend Annual Mentor training. ☐ Sign Test Security Agreement. File with EED & District Test Coordinators. ☐ Train a protégé to become a *Qualified Assessor* as follows: (a) Provide orientation to alternate assessments, to the online training program, and give ongoing support (b) Evaluate the protégé's scoring protocols from their practice test administration. Have protégé correct errors. (c) Submit protégé's scoring protocols containing trainer's feedback for evaluation to the test vendor via EED. ☐ When protégé's scoring protocols receive a Pass score, award *Qualified Assessor* certificate to protégé and change status to QA in online system. ☐ Receive *Qualified Mentor Trainer* certificate from EED.
Annual Requirements: Qualified Mentor-Trainers	**Annual requirements to remain a *Qualified Mentor-Trainer*** ☐ Attend Annual Mentor trainings. ☐ Review training modules and refresh proficiencies as required to maintain skills. ☐ Sign Test Security Agreement annually. File with EED and District Test Coordinators

Registered User to Qualified Assessor



Qualified Assessor to Qualified Mentor-Trainer



Practice Test Description

The test has been adapted in 2007-2008 to exactly fit the Extended Grade Level Expectations (ExGLEs). At each grade band (3/4, 5/6, 7/8, 9/10) the strands-attributes were used, along with specific objectives, to organize the tasks and items forming the alternate assessment. he tests were updated to (a) ensure complete coverage of each grade band and (b) provide comparability in distribution of point totals across all the grade level attributes-strands.

Reading Task 1: Identify Pictures Task 2: Identify Signs and Symbols Task 3: Identify Letter Names Task 4: Comprehend Oral Text Task 5: Segment Phonemes Task 6: Identify Letter Sounds Task 7: Blend Sounds Task 8: Identify Beginning Words Task 9: Identify Advanced Words Task 10: Read Sentences Task 11: Read Passages Task 12: Comprehend Printed Text	*Writing* Task 1: Copy Letters Task 2: Copy Words Task 3: Copy Sentences Task 4: Write Your Own Name Task 5: Write Words from Dictation Task 6: Write Sentences from Dictation1 Task 7: Sentence Mechanics Task 8: Write a Sentence Task 9: Write a Story with Pictures Task 10: Write a Story without Pictures
Mathematics Task 1: Identify Numerals Task 2: Copy Numbers Task 3: Identify Shapes Task 4: Write Numerals Task 5: Discriminate Differences Task 6: Measurement-Size Task 7: Identify Money Task 8: Time of Day Task 9: Number Line Task 10: Tell Time Task 11: Order Numbers Task 12: Ordinal Numbers Task 13: Calendar Task 14: Manipulate – Count - Take Away Task 15: Manipulate – Concepts Quantitative Task 16: Fractions Task 17: Count Money Task 18: Place Value Task 19: Count on Dictation Task 20 AND 21: Timed Computation-Addition/Subtraction Facts Task 22: Mixed Computation/Story Problems	*Science* Task 1: Structure and Property of Matter Task 2: Chemical and Physical Changes Task 3: Fundamental Forces and Motion Task 4: Interaction of Energy and Matter Task 5: Organism Characteristics and Needs Task 6: Transmission of Traits Task 7: Interdependence of Organisms in Environment Task 8: Diversity of Species and Adaptation Task 9: Structure of Earth and Material Use Task 10: Change in Lithosphere, Hydrosphere, and Atmosphere Task 11: Earth, Sun, and Moon *Administration Tasks* Flashcard Manipulation Verbal Prompting Timed Tasks Student Response Written Response Student Production Response Verbal Response Verbal and/or Physical Prompt Note: Contains Proficiency Exercises only

REFRESHER TASKS

Annually Required Refresher Tasks for All Qualified Assessors and Qualified Mentor Trainers

Returning Qualified Assessors and Qualified Mentor Trainers must take these refresher tasks annually to maintain their status for that year. There are no further administrations of practice tests. The purpose of refresher tasks is to familiarize the test administrator on the essential administration and scoring process for the Alaska Alternate Assessment while also being efficient and minimize the amount of time needed to re-establish proficiency. Because this assessment has been changed to be 'grade bound' (the tasks critical to establishing proficiency change at each grade level), it is important to focus on those tasks that have the most application across the grades.

In the subject areas below, tasks have been selected with this feature of grade band applications in mind; they also have been selected so they address all of the strands and attributes from the Extended Grade Level Expectations (ExGLEs). Finally, they minimize the amount of time needed to re-establish proficiency.

Reading
Listening Comprehension (Task 4)
Blend Sounds/Decode Words (Task 7)
Read Words (Tasks 8-9).
Reading Comprehension (Task 12)

Writing
Write Own Name (Task 4)
Revise Sentences (Task 7)
Write a Sentence (Task 8)
Write a Story (Task 10)

Mathematics

Copy Numbers (Task 2)
Same or Different Shapes, Identify Shapes (Task 3)
Shorter or Longer (Task 5)
Identify Units of Measurement (Task 6)
Number line (Task 9)
Identify Money (Task 17)
Simple/Double Digit Addition, Subtraction, Multiplication (Task 20-22)

Science
All tasks

Tasks & Strands by Grade Level for Operational Test

Reading – Grade Band 3/4, 5/6

Grade Band	Strand/Attribute	Task Number	Task Name	Points
3/4	Word Identification Skills	1.34A	Identify Signs and Symbols	16
3/4	Word Identification Skills	1.34B	Identify Letter Sounds	10
3/4	Word Identification Skills	1.34C	Blend Sounds	24
3/4	Word Identification Skills	1.34D	Identify Own Name	2
3/4	Forming a General Understanding	2.34A-C	Read Passages	48

Word ID Skills	52%
Forming Gen. Understanding	48%

Total Points	100%

Grade Band	Strand/Attribute	Task Number	Task Name	Points
5/6	Word Identification Skills	1.56A	Read Words	16
5/6	Word Identification Skills	1.56B	Read Sentences	18
5/6	Forming a General Understanding	2.56A-C	Read Passages	33
5/6	Analysis of Content and Structure	2.56A-C	Read Passages	32

Word ID Skills	34%
Forming Gen. Understanding	33%
Analysis of Content/Structure	33%

Total Points	100%

Reading - Grade Band 7/8, 9/10

Grade Band	Strand/Attribute	Task Number	Task Name	Points
7/8	Word Identification Skills	1.78A	Read Words of Increasing Complexity	19
7/8	Word Identification Skills	1.78B	Obtain Information	7
7/8	Word Identification Skills	1.78C	Read Sentences	8
7/8	Forming a General Understanding	2.78A-C	Read Passages	33
7/8	Analysis of Content and Structure	2.78A-C	Read Passages	33

Word ID Skills	34%
Forming Gen. Understanding	33%
Analysis of Content/Structure	33%

Total Points	100%

Grade Band	Strand/Attribute	Task Number	Task Name	Points
9/10	Word Identification Skills	1.910A	Decode Words	28
9/10	Word Identification Skills	1.910B	Identify Root Words	6
9/10	Forming a General Understanding	2.910A-C	Read Passages	38
9/10	Analysis of Content and Structure	2.910A-C	Read Passages	28

Word ID Skills	34%
Forming Gen. Understanding	38%
Analysis of Content/Structure	28%

Total Points	100%

Writing – Grade Band 3/4, 5/6, 7/8, 9/10

Grade Band	Strand/Attribute	Task Number	Task Name	Points
3/4	Write Using a Variety of Forms	1.34A	Copy Letter	22
3/4	Write Using a Variety of Forms	1.34B	Copy Words	28
3/4	Write Using a Variety of Forms	1.34C	Write Own Name	25
3/4	Write Using a Variety of Forms	1.34D	Write Words from Dictation	25

Total Points:	100%

Grade Band	Strand/Attribute	Task Number	Task Name	Points
5/6	Write Using a Variety of Forms	1.56A	Copy Sentences	10
5/6	Write Using a Variety of Forms	1.56B	Write Own Name	25
5/6	Write Using a Variety of Forms	1.56C	Write Words from Dictation	20
5/6	Structures and Conventions of Writing	1.56D	Write a Sentence	45

Total Points:	100%

Grade Band	Strand/Attribute	Task Number	Task Name	Points
7/8	Write Using a Variety of Forms	1.78A	Write Sentences from Dictation	33
7/8	Revise	1.78B	Revise Sentences	33
7/8	Structures and Conventions of Writing	1.78C	Write a Sentence	34

Total Points:	100%

Grade Band	Strand/Attribute	Task Number	Task Name	Points
9/10	Revise	1.910A	Revise Sentences	32
9/10	Write Using a Variety of Forms	1.910B	Write a Story	35
9/10	Structures and Conventions of Writing	1.910C	Revise Writing	33

Total Points:	100%

Mathematics – Grade Band 3/4

Grade	Strand/Attribute	Task Number	Task Name	Points
3/4	Numeration	1.34A	Counting	6
3/4	Numeration	1.34B	Copy Numbers	16
3/4	Numeration	1.34C	Number Line	2
3/4	Functions and Relationships	2.34A	Same or Different	14
3/4	Functions and Relationships	2.34B	Shorter or Longer	11
3/4	Geometry	3.34A	Identify Shapes	12
3/4	Geometry	3.34B	Same or Different (Shapes)	13
3/4	Process Skills	4.34A	Story Problem	24

Numeration	24%
Functions and Relationships	26%
Geometry	26%
Process Skills	24%

Total	100%

Mathematics – Grade Band 5/6

Grade	Strand/Attribute	Task Number	Task Name	Points
5/6	Numeration	1.45A	Reading and Writing Numbers	6
5/6	Numeration	1.56B	Number Line	3
5/6	Numeration	1.56C	Counting Objects	4
5/6	Numeration	1.56D	Counting	3
5/6	Estimation and Computation	2.56A	Simple Addition	15
5/6	Functions and Relationships	3.56A	Reproducing Simple Patterns	14
5/6	Statistics and Probability	4.56A	Reading Simple Graphs	14
5/6	Measurement	5.56A	Shorter or Longer	7
5/6	Measurement	5.56B	Identify Money	8
5/6	Geometry	6.56A	Identify Shapes	7
5/6	Geometry	6.56B	Same or Different	3
5/6	Geometry	6.56C	Identify Perimeter	4
5/6	Process Skills	7.5A	Story Problem	15

Numeration	16%
Estimation and Computation	15%
Functions and Relationships	14%
Statistics and Probability	14%
Measurement	15%
Geometry	14%
Process Skills	15%

Total	100%

Mathematics – Grade Band 7/8

Grade	Strand/Attribute	Task Number	Task Name	Points
7/8	Numeration	1.78A	Reading and Writing Numbers	3
7/8	Numeration	1.78B	Identify Fractions	2
7/8	Numeration	1.78C	Number Line	5
7/8	Numeration	1.78D	Identify Skip Patterns	1
7/8	Numeration	1.78E	Counting	4
7/8	Estimation and Computation	2.78A	Double Digit Addition and Subtraction	14
7/8	Functions and Relationships	3.78A	Reproducing Simple Patterns	8
7/8	Functions and Relationships	3.78B	Labeling a Set as None or Zero	4
7/8	Functions and Relationships	3.78C	Understanding Symbols	2
7/8	Statistics and Probability	4.78A	Reading Simple Graphs	14
7/8	Measurement	5.78A	Units of Measurement	7
7/8	Measurement	5.78B	Count Money	7
7/8	Measurement	5.78C	Identify Money	4
7/8	Geometry	6.78A	Identify Shapes	7
7/8	Geometry	6.78B	Matching Shapes	3
7/8	Geometry	6.78C	Identify Perimeter	4
7/8	Process Skills	7.78A	Story Problem	14

Numeration	15%
Estimation and Computation	14%
Functions and Relationships	14%
Statistics and Probability	14%
Measurement	17%
Geometry	14%
Process Skills	14%

Total	100%

Mathematics – Grade Band 9/10

Grade	Strand/Attribute	Task Number	Task Name	Points
9/10	Numeration	1.910A	Identify Place Value	5
9/10	Numeration	1.910B	Identify Fractions	4
9/10	Numeration	1.910C	Order Numbers	5
9/10	Estimation and Computation	2.910A	Rounding Numbers	3
9/10	Estimation and Computation	2.910B	Addition, Subtraction, Multiplication	11
9/10	Functions and Relationships	3.910A	Reproducing Simple Patterns	10
9/10	Functions and Relationships	3.910B	Understanding Symbols	4
9/10	Statistics and Probability	4.910A	Reading Simple Graphs	14
9/10	Measurement	5.910A	Units of Measurement	7
9/10	Measurement	5.910B	Counting Money	7
9/10	Geometry	6.910A	Describing and Comparing Shapes	8
9/10	Geometry	6.910B	Lines of Symmetry	2
9/10	Geometry	6.910C	Identify Perimeter	4
9/10	Process Skills	7.910A	Story Problem	14

Numeration	14%
Estimation and Computation	14%
Functions and Relationships	14%
Statistics and Probability	14%
Measurement	14%
Geometry	14%
Process Skills	14%

Total	100%

Science - Grade 4 Test Blueprint

Strand – Grade 4	Content Standard	ExGLE	Concepts of Physical Science	Concepts of Life Science	Concepts of Earth Science	History and Nature of Science, Science and Technology
SB-Understand the concepts, models, theories, universal principles, and facts that explain the physical world.	B1-Concepts of Physical Science	[3/4] SB1.1 I	1.4: Items 1-2 = 4 pts.			
SB-Understand the concepts, models, theories, universal principles, and facts that explain the physical world.	B1-Concepts of Physical Science	[3/4] SB2.1	1.4: Item 3 = 2 pts.			
SB-Understand the concepts, models, theories, universal principles, and facts that explain the physical world.	B1-Concepts of Physical Science	[3/4] SB3.1	1.4: Items 4-5 = 4 pts.			
SB-Understand the concepts, models, theories, universal principles, and facts that explain the physical world.	B1-Concepts of Physical Science	[3/4] SB4.1	1.4: Item 6 = 2 pts.			
SC-Understand the concepts, models, theories, facts, evidence, systems, and processes of life science.	C1-Concepts of Life Science	[3/4] SC1.1		2.4: Items 1-2 = 4 pts.		
SC-Understand the concepts, models, theories, facts, evidence, systems, and processes of life science.	C1-Concepts of Life Science	[3/4] SC2.1		2.4: Items 3-4 = 4 pts.		
SC-Understand the concepts, models, theories, facts, evidence, systems, and processes of life science.	C1-Concepts of Life Science	[3/4] SC3.1		2.4: Items 5-6 = 4 pts.		
SD- Understand the concepts, processes, theories, models, evidence, and systems of earth and space sciences.	D1-Concepts of Earth Science	[3/4] SD1.1			3.4: Item 1 = 2 pts.	
SD- Understand the concepts, processes, theories, models, evidence, and systems of earth and space sciences.	D1-Concepts of Earth Science	[3/4] SD1.2			3.4: Items 2-3 = 4 pts.	
SD- Understand the concepts, processes, theories, models, evidence, and systems of earth and space sciences.	D1-Concepts of Earth Science	[3/4] SD2.1			3.4: Items 4-5 = 4 pts.	
SD- Understand the concepts, processes, theories, models, evidence, and systems of earth and space sciences.	D1-Concepts of Earth Science	[3/4] SD3.1			3.4: Item 6 = 2 pts.	
SE-Understand the relationships among science, technology, and science.	E1-Science and Technology	[3/4] SE2.1				4.4: Items 1-3 = 6 pts.
SE-Understand the relationships among science, technology, and science.	E1-Science and Technology	[3/4] SE3.1				4.4: Item 4 = 2 pts.
SG-Understand the history and nature of science	G1-History and Nature of Science	[3/4] SG1.1				4.4: Item 5 = 2 pts.
SG-Understand the history and nature of science	G1-History and Nature of Science	[3/4] SG2.1				4.4: Item 6 = 2 pts.

Science Grade 8 Test Blueprint

Strand – Grade 8	Content Standard	ExGLE	Concepts of Physical Science	Concepts of Life Science	Concepts of Earth Science	Science and Technology
SB-Understand the concepts, models, theories, universal principles, and facts that explain the physical world.	B1-Concepts of Physical Science	[7/8] SB1.1	1.8: Item 1 = 2 pts.			
SB-Understand the concepts, models, theories, universal principles, and facts that explain the physical world.	B1-Concepts of Physical Science	[7/8] SB3.1	1.8: Item 2 = 2 pts.			
SB-Understand the concepts, models, theories, universal principles, and facts that explain the physical world.	B1-Concepts of Physical Science	[7/8] SB4.1	1.8: Items 3-4 = 4 pts.			
SB-Understand the concepts, models, theories, universal principles, and facts that explain the physical world.	B1-Concepts of Physical Science	[7/80] SB2.1				
SC-Understand the concepts, models, theories, facts, evidence, systems, and processes of life science.	C1-Concepts of Life Science	[7/8] SC1.1	1.8: Items 5-6 = 4 pts.			
SC-Understand the concepts, models, theories, facts, evidence, systems, and processes of life science.	C1-Concepts of Life Science	[7/8] SC2.1		2.8: Items 1-2 = 4 pts.		
SC-Understand the concepts, models, theories, facts, evidence, systems, and processes of life science.	C1-Concepts of Life Science	[7/8] SC3.1		2.8: items 3-4 = 4 pts.		
SD- Understand the concepts, processes, theories, models, evidence, and systems of earth and space sciences.	D1-Concepts of Earth Science	[7/8] SD1.1		1.8: Items 5-6 = 4 pts.		
SD- Understand the concepts, processes, theories, models, evidence, and systems of earth and space sciences.	D1-Concepts of Earth Science	[7/8] SD1.2			3.8: Item 1 = 2 pts.	
SD- Understand the concepts, processes, theories, models, evidence, and systems of earth and space sciences.	D1-Concepts of Earth Science	[7/8] SD2.1			3.8: Items 2-3 = 4 pts.	
SD- Understand the concepts, processes, theories, models, evidence, and systems of earth and space sciences.	D1-Concepts of Earth Science	[7/8] SD3.1			3.8: Items 4-5 = 4 pts.	
SD- Understand the concepts, processes, theories, models, evidence, and systems of earth and space sciences.	D1-Concepts of Earth Science	[7/8] SD4.1			3.8: Item 6 = 2 pts.	
SE- Understand the relationships among technology, and science.	E1-Science and Technology	[7/8] SE2.1				4.8: Items 1-5 = 10 pts.
SE- Understand the relationships among technology and science.	E1-Science and Technology	[7/8] SE3.1				4.8: Item 6 = 2 pts.

Science Grade 10 Test Blueprint

Strand – Grade 10	Content Standard	ExGLE	Concepts of Physical Science	Concepts of Life Science	Concepts of Earth Science	Science and Technology
SB-Understand the concepts, models, theories, universal principles, and facts that explain the physical world.	B1-Concepts of Physical Science	[9/10] SB1.1				
SB-Understand the concepts, models, theories, universal principles, and facts that explain the physical world.	B1-Concepts of Physical Science	[9/10] SB2.1	1.10: Items 1-2 = 4 pts.			
SB-Understand the concepts, models, theories, universal principles, and facts that explain the physical world.	B1-Concepts of Physical Science	[9/10] SB3.1	1.10: Items 4-5 = 4 pts.			
SB-Understand the concepts, models, theories, universal principles, and facts that explain the physical world.	B1-Concepts of Physical Science	[9/10] SB4.1	1.10: Items 5-6 = 4 pts.			
SC-Understand the concepts, models, theories, facts, evidence, systems, and processes of life science.	C1-Concepts of Life Science	[9/10] SC1.1		2.10: Items 1-2 = 4 pts.		
SC-Understand the concepts, models, theories, facts, evidence, systems, and processes of life science.	C1-Concepts of Life Science	[9/10] SC2.1		2.10: Items 3-4 = 4 pts.		
SC-Understand the concepts, models, theories, facts, evidence, systems, and processes of life science.	C1-Concepts of Life Science	[9/10] SC3.1		2.10: Items 5-6 = 4 pts.		
SD- Understand the concepts, processes, theories, models, theories, evidence, and systems of earth and space sciences.	D1-Concepts of Earth Science	[9/10] SD1.1				
SD- Understand the concepts, processes, theories, models, evidence, and systems of earth and space sciences.	D1-Concepts of Earth Science	[9/10] SD1.2			3.10: Items 1-2: 4 pts.	
SD- Understand the concepts, processes, theories, models, evidence, and systems of earth and space sciences.	D1-Concepts of Earth Science	[9/10] SD2.1			3.10: Item 3 = 2 pts.	
SD- Understand the concepts, processes, theories, models, evidence, and systems of earth and space sciences.	D1-Concepts of Earth Science	[9/10] SD3.1			3.10: Items 4-6 = 6 pts.	
SE- Understand the relationships among technology and science.	E1-Science and Technology	[9/10] SE2.1				4.10: Items 1-3 = 6 pts.
SE- Understand the relationships among technology and science.	E1-Science and Technology	[9/10] SE3.1				4.10: Items 4-6 = 6 pts.

Alternate Assessment Administration Rules

1. Administering the Standard Tasks/Items

ALL students begin administration with the standard test items/tasks for the student's grade level with or without accommodations every year. If a student earns a zero score on three consecutive items in three consecutive tasks for a content area (see rule below), the standard administration should be stopped and the qualified assessor should administer the Expanded Levels of Support Items.

Three Task-Three Item Minimum Rule (Standard Administration)
Annually, every student taking an Alaska reading, writing, mathematics, or science Alternate Assessment must be administered a minimum of three tasks under the Standard test administration with or without accommodations. For each of the minimum three tasks, the student must be presented with at least three items in the task before moving on to the next task. When the student scores zeros on three consecutive items in three consecutive tasks, the assessor should stop the assessment for that content area and move to the Expanded Levels of Support (ELOS) test items.

Notes
Student non-responsive or student refusal – Student is non-responsive, or refuses to respond. Student refusal means that if a student is resisting the assessment (refuses to cooperate or respond), a Qualified Assessor should attempt to administer the content area test on a different occasion. If the student continues to refuse, follow the 3 Task-Fifteen Item Rule (ELOS).

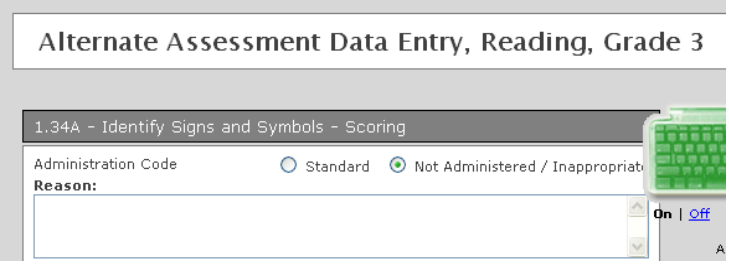
Not Administered—Inappropriate (NA-I) will not be accepted as an administration condition for the three minimum tasks. See when to use NA-I below.

2. Deciding when a Task/Item is Not Administered—Inappropriate (NA-I) in the Standard Test Administration

Not Administered—Inappropriate (NA-I) is not an available option for the three minimum tasks requirement in the standard administration. However, this administration code is an option for the grades, tasks, and disabilities listed in the table below. When NA-I is selected, this will cause a text box to appear in the online data entry system. The assessor must explain the student's disability and why this task is inappropriate for this student in this text box.

Grade	Content Area	Task	Disability
3 and 4	Reading	1.34 A-Identify Signs, Symbols	Blind/Visually Impaired
3 and 4	Reading	1.34C-Blend Sounds	Deaf/Hard of Hearing
9 and 10	Reading	1.910A-Decode Words	Deaf/Hard of Hearing

Example of text box. The qualified assessor explains the reason for selecting NA-I in the text box labeled **Reason.**



3. Administering and Scoring the Expanded Levels of Support Test Tasks/Items

After the student completes the Standard test and earns zero scores on the required three consecutive items in three consecutive tasks for a content area as defined in the 3 Task-3 Item rule, the standard administration should be stopped and the qualified assessor should administer the Expanded Levels of Support test items following the **Three Task Fifteen Item Minimum Rule**.

Three Task-Fifteen Item Rule (ELOS)
Each ELOS task has five items. Students are scored 1 through 4 using the *Levels of Independence Scoring Rubric* shown below. A student is presented with a minimum of three tasks, including all five items in each of the three tasks, for a total of 15 items.

Selecting ELOS Tasks
The ELOS tasks progress from simple to more difficult. Using professional judgment and knowledge of the student's abilities, the Qualified Assessor selects three appropriate ELOS tasks and administers all five items in each task assigning scores one (1) through four (4) as defined in the *Levels of Independence Scoring Rubric*.

If the Qualified Assessor feels that a student may already have the skill a specific task measures, the assessor may mark that task as *A-Already has this skill*, and select a different task to begin the assessment, and continuing for a total of a minimum of three tasks, 15 items.

If after beginning a more difficult task, the student receives a score of five (5) or fewer, the assessor should return to an earlier task in the sequence in order to provide the student every opportunity to show what they know and can do.

ELOS Scores*:*

- *1- Full physical contact for response*
- *2- Partial physical contact for response*
- *3- Visual, Verbal, and/or Gestural Prompts*
- *4- Independent: No contact and no prompting*

Assigning other codes:

- *A-Already has this skill* - If the Qualified Assessor feels that a student has the skill that a specific task measures, the assessor should mark that task as *A-*

Already has this skill, and select a different task to begin the assessment, and continue for a total of 3 tasks-15 items. *A-Already has this skill* will not be accepted as fulfilling the three task fifteen item minimum.

- *I-– Inappropriate/ Inaccessible based on the nature of the student's disability* If an entire task is marked *I-– Inappropriate/ Inaccessible based on the nature of the student's disability*, the assessor must document the reason this item was inappropriate or inaccessible based on the student's disability in the designated online data entry text field. The assessor must then select a more appropriate task to meet the requirements of the Three Task-Fifteen Item Minimum Rule.
- *Refuses* – Student refuses to respond. Student refusal means that if a student is resisting the assessment (refuses to cooperate or respond), a Qualified Assessor should attempt to administer the content area test on a different occasion. If the student continues to refuse, follow the 3 Task-Fifteen Item Rule (ELOS).

Levels of Independence Scoring Rubric

A- Already has this skill	**1** - Full Physical Contact for response *(e.g., hand over hand)*	**2** - Partial Physical Contact for response *(e.g., nudge or adjust body)*	**3** - Visual: Materials Movement *(e.g., move into line of vision)* - Verbal: Auditory Statement *(e.g., more than repeat prompt)* - Gesture: Hand Signal *(e.g., tap table, pick up card)*	**4** – Independent: No contact and no prompting
I – Inappropriate/ Inaccessible based on the nature of the student's disability (*)				
R – Student refuses to complete				

(*) In a text box located in the online scoring and reporting system, the Qualified Assessor must provide an explanation about why this item was inappropriate or inaccessible based on the student's disability.

4. Reasons Not Tested

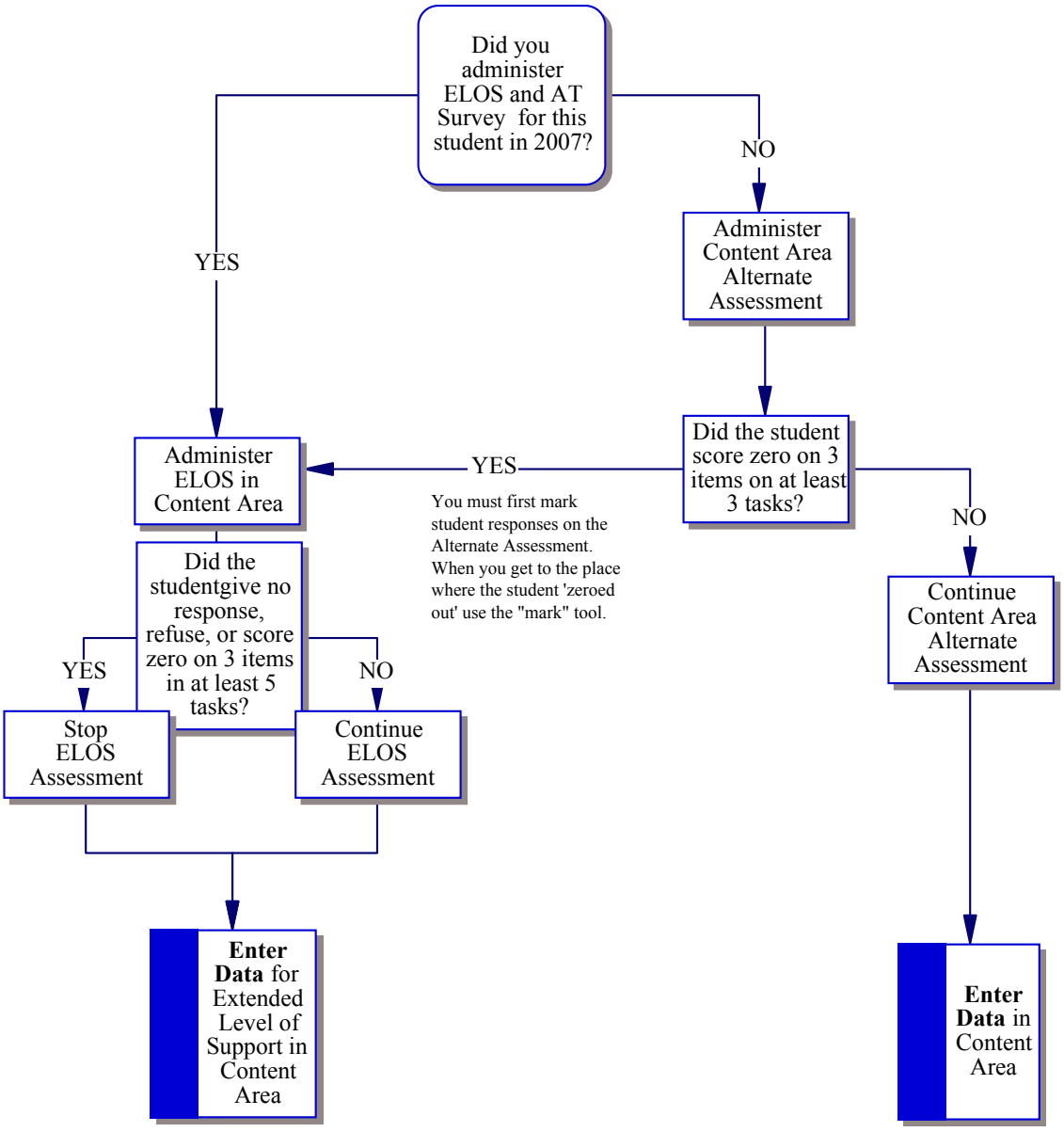
These are the "reasons not tested" that a Qualified Assessor or district test coordinator would choose to alert DRA and EED about why they are not testing a student. This information is located in the Data Entry section of the online assessment.

Reasons Not Tested in an Alternate Assessment Content Area	
Absent	Student out of school for the entire test window for other than medical condition. If this code is selected, it automatically applies to all content areas.
IEP Change	This code is selected for students who have an IEP change indicating they are no longer eligible to take the Alternate Assessment and will be taking the Standards Based Assessment (SBA) instead. This code should only be selected for the content areas in which the student is not taking an Alternate Assessment.
Late Entry	This code is entered for students who enter the district from out of state or from a private school after the Alternate Assessment test window opens. In order to count for the district's participation rate, the district must administer a minimum of one assessment in Reading, Writing, or Mathematics. This code should only be selected for the content areas in which the student is not being assessed.
Long Term Illness	Student is out of school for the entire test window due to a medical condition. If this code is selected, it automatically applies to all content areas.
Suspension	Student is suspended or expelled for the entire test window. If this code is selected, it automatically applies to all content areas.
Other	Any other reason must be documented in a text box that will appear when the Other code is selected. This code should only be selected for the content areas in which the student is not assessed. Text is limited to 50 characters, including spaces.

5) Status of Data Entry

After entering student data, it is the responsibility of the qualified assessor to notify the vendor when the student record is complete. The student record contains a drop down box entitled Status of Data Entry. Click to choose either ***Still Entering Data*** or ***Record Complete*****. Caution:** The *Record Complete* box must be selected prior to the close of the test window in order for the student data to be scored.

Data Entry


Did you administer ELOS and AT Survey for this student in 2007?
YES
NO
Administer Content Area Alternate Assessment
Did the student score zero on 3 items on at least 3 tasks?
YES
You must first mark student responses on the Alternate Assessment. When you get to the place where the student 'zeroed out' use the "mark" tool.
NO
Administer ELOS in Content Area
Continue Content Area Alternate Assessment
Did the studentgive no response, refuse, or score zero on 3 items in at least 5 tasks?
YES
NO
Stop ELOS Assessment
Continue ELOS Assessment
Enter Data for Extended Level of Support in Content Area
Enter Data in Content Area

2008-09 Alaska Alternate Assessment from the Teacher's Perspective

What is involved in giving Reading, Writing, Mathematics, and Science AA in 2008-09?

Qualify	Prepare	Administer	Enter Data	Get Report
				
⇨	⇨	⇨	⇨	△
Become a Qualified Assessor 1. Online 2. Practice Assessment 3. Certificate	Obtain and Review Scoring Protocols and Student Materials. Adapt materials as needed for individual student.	Administer AK AA: Reading, Writing, Mathematics, and Science to eligible students & record student response scores onto the scoring protocols	Transfer student scores into the online data entry system at www.ak.k12test.com	Obtain an Individual Student Report with the student's results the same day you enter the data.
Fall/Winter	**March**	**March/April**	**April**	**Same Day!**

More information: http://www.eed.state.ak.us/tls/assessment/aa.html, or Alternate Assessment 2007-08 Manual

MORE DETAIL: About what is involved in giving the Reading, Writing, Mathematics, and Science Alternate Assessments in 2008-09?

Qualify

- Meet your qualified trainer/mentor (QT)
- Orientation
- Online Training & Proficiency
- Receive coaching from your QT
- Give a practice tests

Obtain Certificate

- Turn-in your practice tests to your qualified trainer
- Get feedback on your scoring and administration
- After you become proficient, you will receive a ***Qualified Assessor*** certificate
- The certificate indicates that you are "qualified" to administer the AA RWMS

Prepare

- Log onto www.ak.k12test.com
- Enter your username and password
- Download the secure test materials and print them
- Prepare the materials for test administration (print, cut, enlarge if needed, etc.)
- Thoroughly review directions for administration and scoring criteria

Administer

- Complete preparation the day before testing
- Schedule administration based on student's needs, e.g. students may be more alert before lunch
- Administer assessments with breaks if needed by the student
- Administer at least 3 tasks and 3 items for each assessment
- Record student responses on the scoring protocols

Enter Data

Note: this step is done by the teacher without the student present.

- Log onto www.ak.k12test.com
- Enter your username and password
- "Add" the student into the data entry system.
- Select an assessment type (reading, writing, mathematics, science)
- Transfer scores from the scoring protocol into the online system.

Get Report (same day)

- On the same day you will be able to print a one-page individual student report.
- The report will contain an initial (unofficial) report with percentages, showing how the student scored on the assessment.
- The report will include the student's identifying information and a graphic display of their responses.

More information: http://www.eed.state.ak.us/tls/assessment/aa.html, or Alternate Assessment 2008-09 Manual

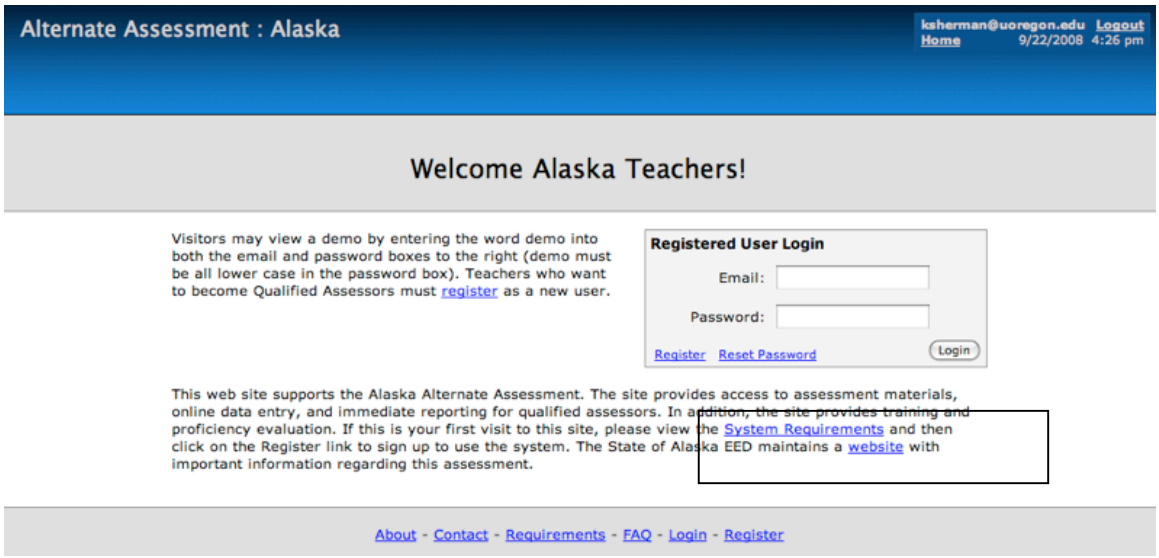
Online Training and Proficiency Crib Sheet

http://ak.k12test.com/

1. Logging On to Test System Requirements and Registration

Becoming "Proficient" as an assessor requires accessing a web site to view training materials and complete proficiency examinations.

A. Log into the address above and select System Requirements



Alaska Alternate Assessment System Requirements

Windows 2000 / XP / Vista: Internet Explorer 6.0+ or Firefox 1.5+

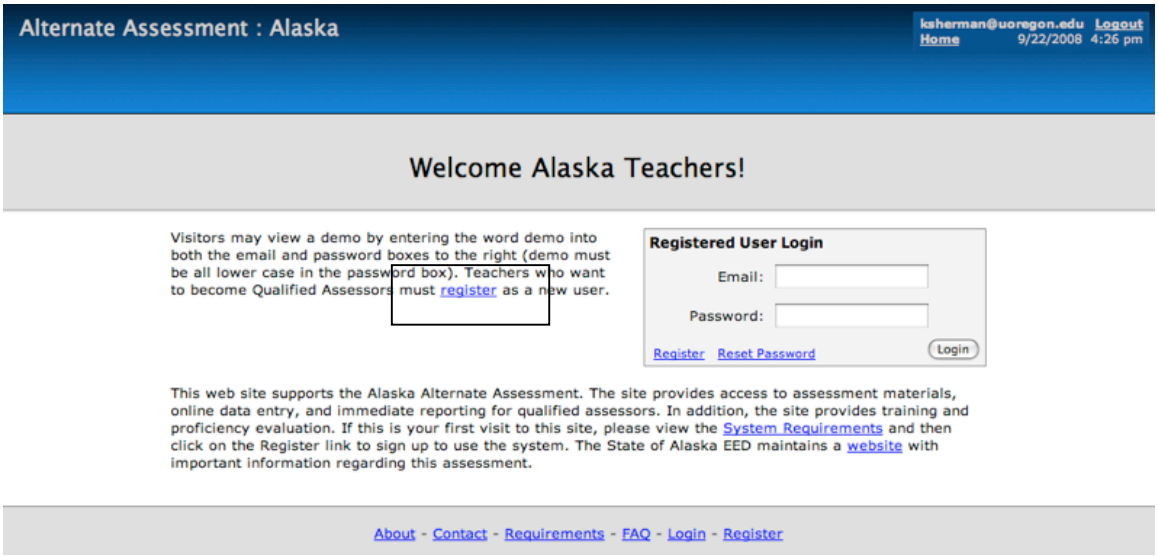
Mac OS X : Safari 2.0, or Firefox 1.5+

In addition, the following settings and additional software are required. Note: Links to free downloads for Acrobat and Flash are available from the website requirements page: http://ak.k12test.com/info/requirements.php

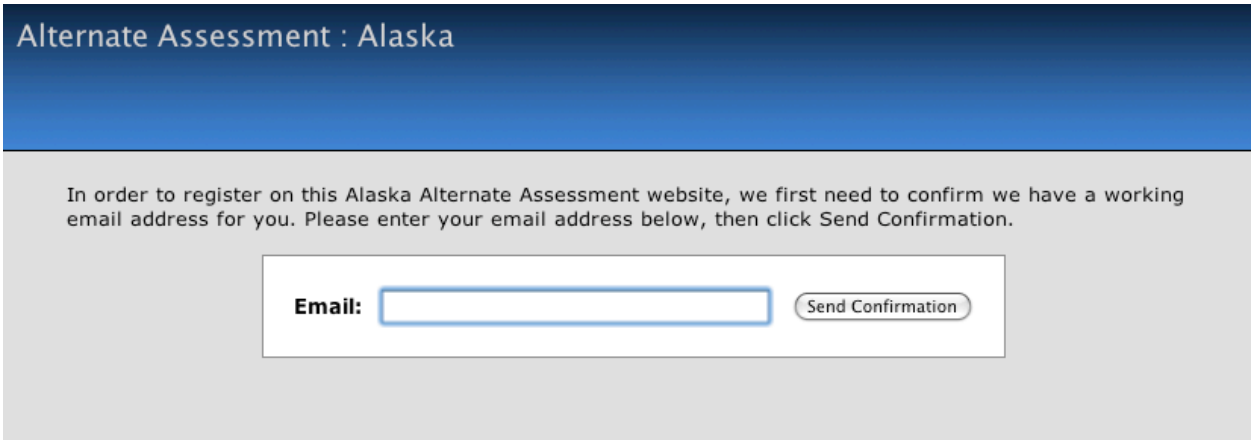
This webpage will be updated to always display the current system requirements.
- Javascript Enabled
- PDF File Viewer (Adobe Acrobat) 5.0+
- Adobe Flash Player 8.0+

B. Register by selecting the "register" link at the bottom of the Systems Requirements page (see above) or from the Welcome page (see below) (http://ak.k12test.com).

Registration is critical as all contact information is used to monitor levels of security. This registration information also is used to assist teachers and test administrators when they are have difficulty accessing the web site or need paper-pencil resources and materials.

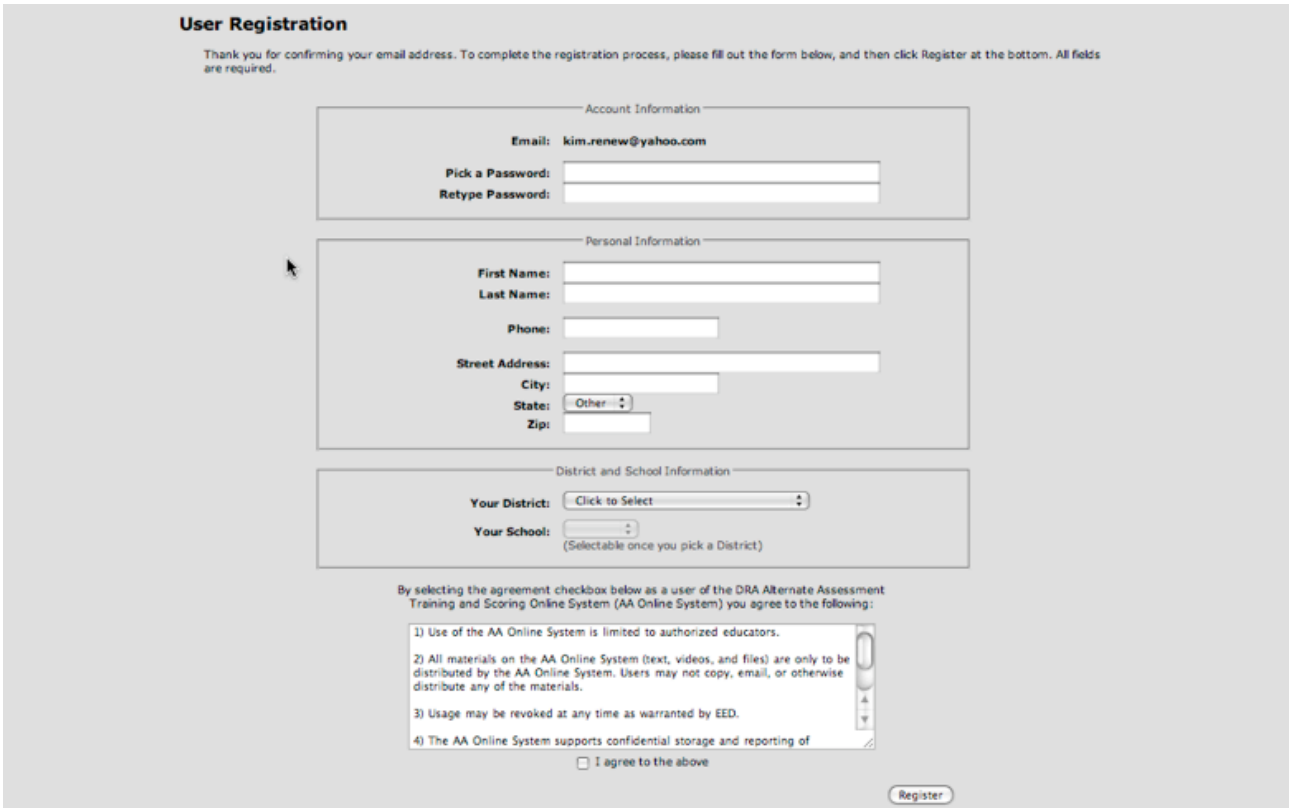


C. Fill-in your email address to start the registration process:



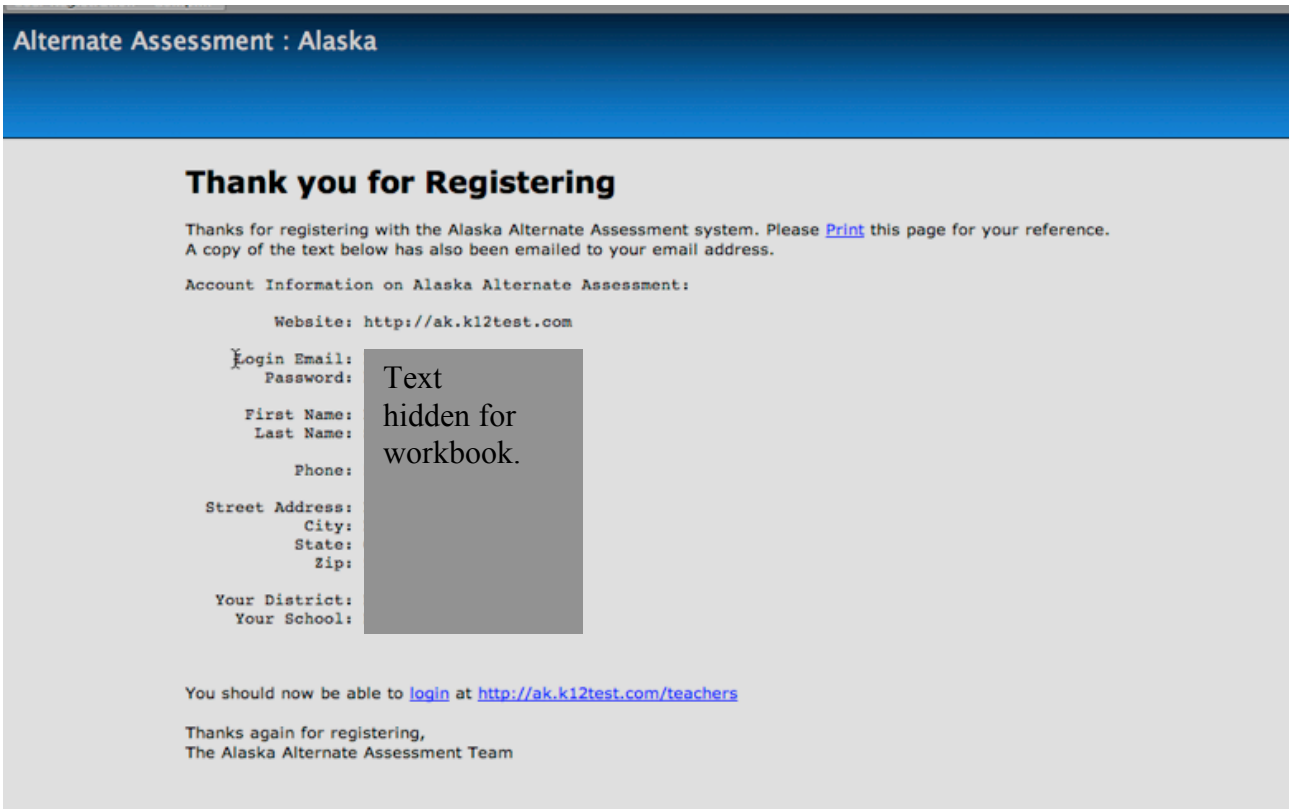
If you do not receive an email from the system in 10 minutes, please verify that your account can accept email from accounts@k12test.com. If you believe your email address was entered in error, simply return to the registration page and re-enter it.

D. You will be taken to the Registration page:

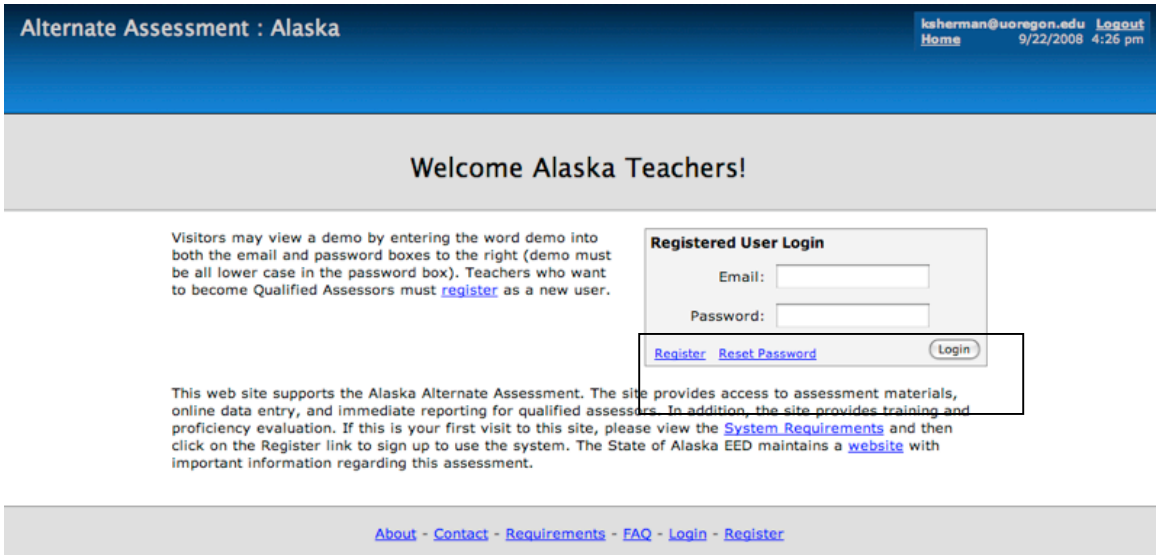


For system security, a confirmation email will be sent to the email address you register. The email has a link to a confirmation screen. Either click on the link within the email, or copy and paste the link into a new browser window.

At the confirmation screen, you will be asked to create a password and register information about your self. When you are finished, you will see a confirmation screen:



Note: If you forget your password, you can select that option from the Home Page.

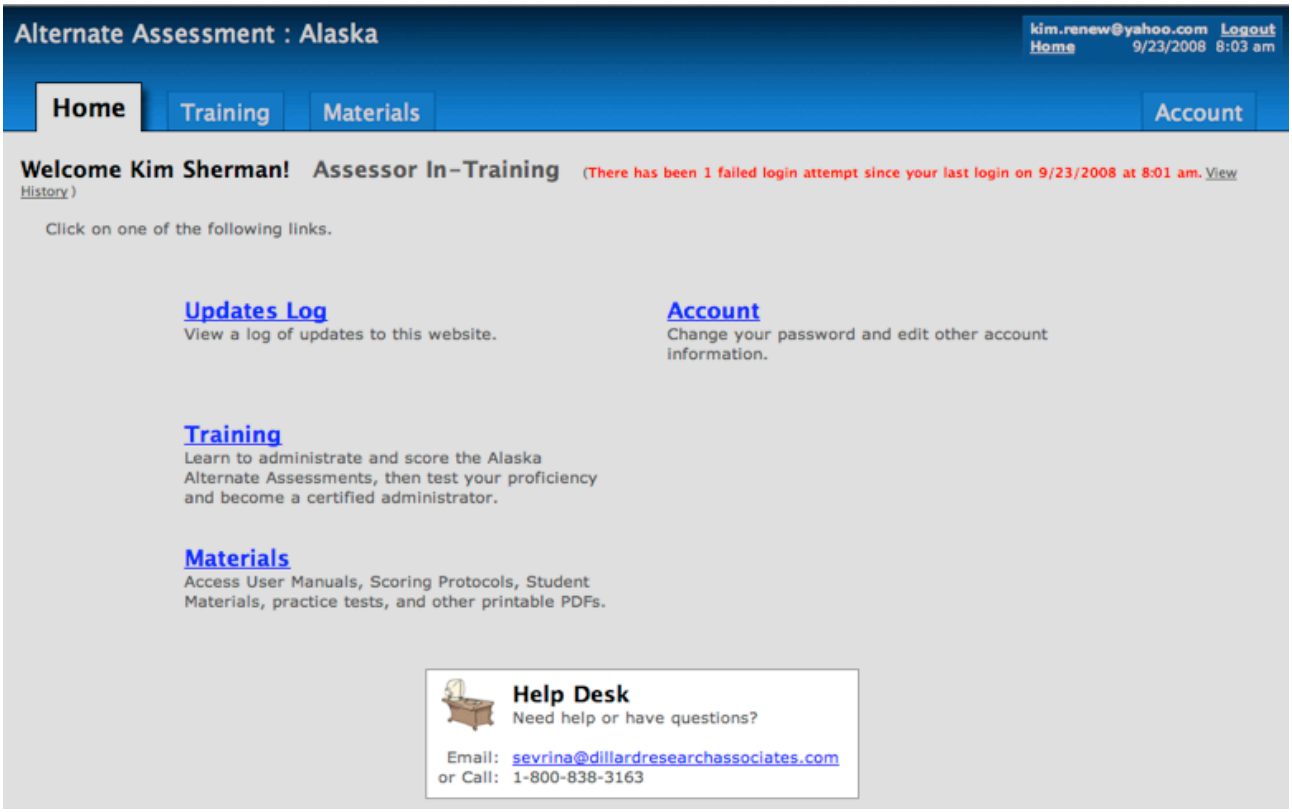


Now you are a registered user with a familiar password

- USERNAME = email.address@web.provider.com
- PASSWORD = your personal password.

2. Locate the "Main Page" (see above example)

When you "log in" with your own username and password, you will see a screen like the one below.



When you see this page, you are ready to begin training.

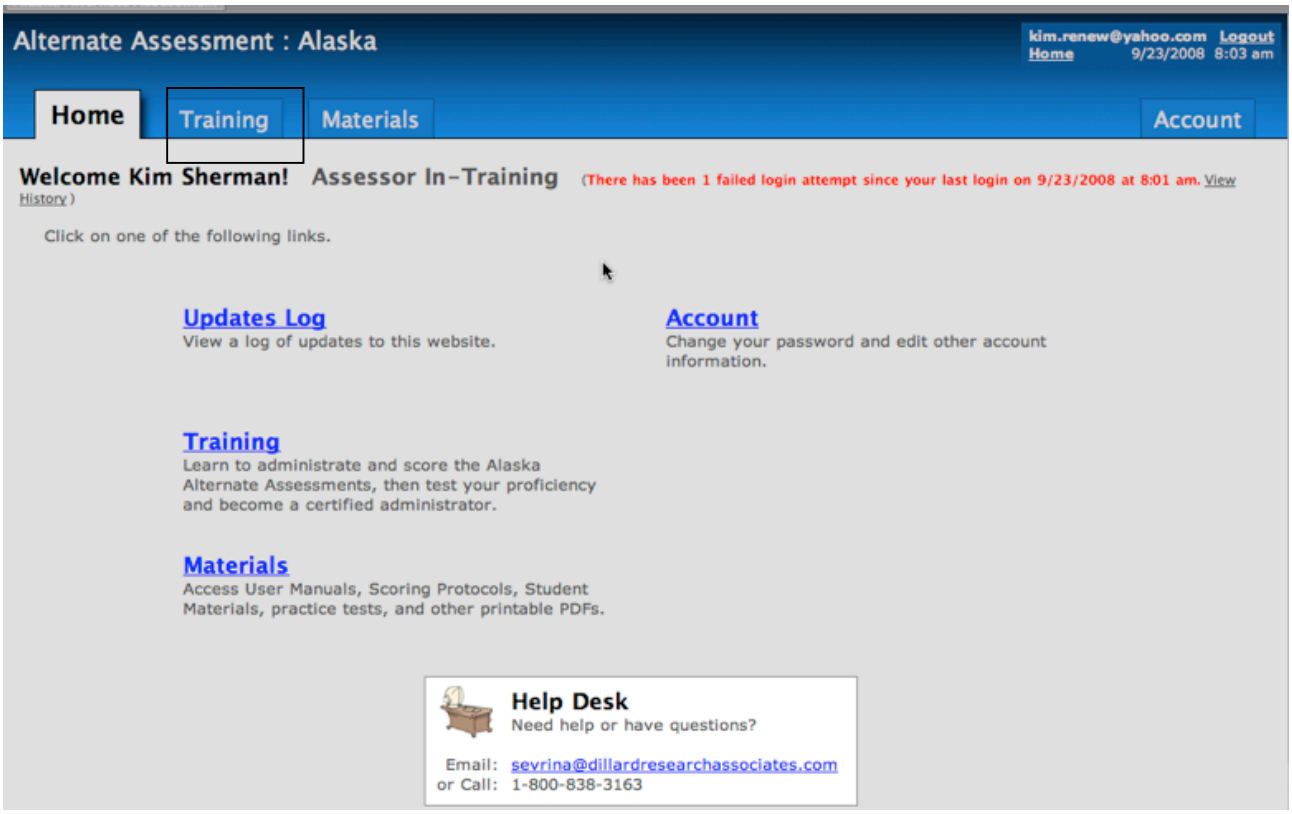
First download the User Manuals (located on top menu bar "Materials"), which provides training manuals in Reading, Writing, Mathematics, and Science as well as a Teacher Participation Guide. You should print these out and use as you train.

This page also has practice test materials and scoring protocols for each academic area:

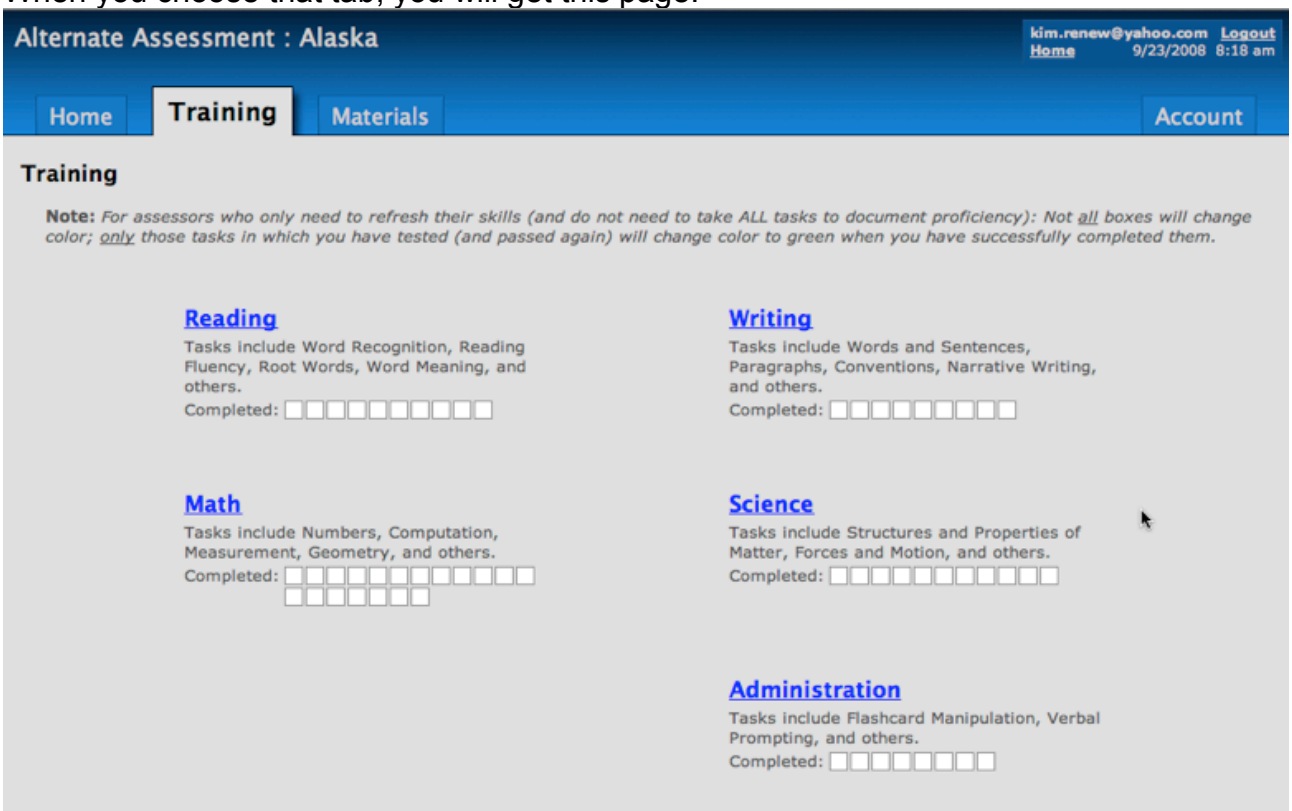
- Reading
- Writing
- Mathematics
- Science

3. Select Training Area (Reading, Writing, Math, Science)

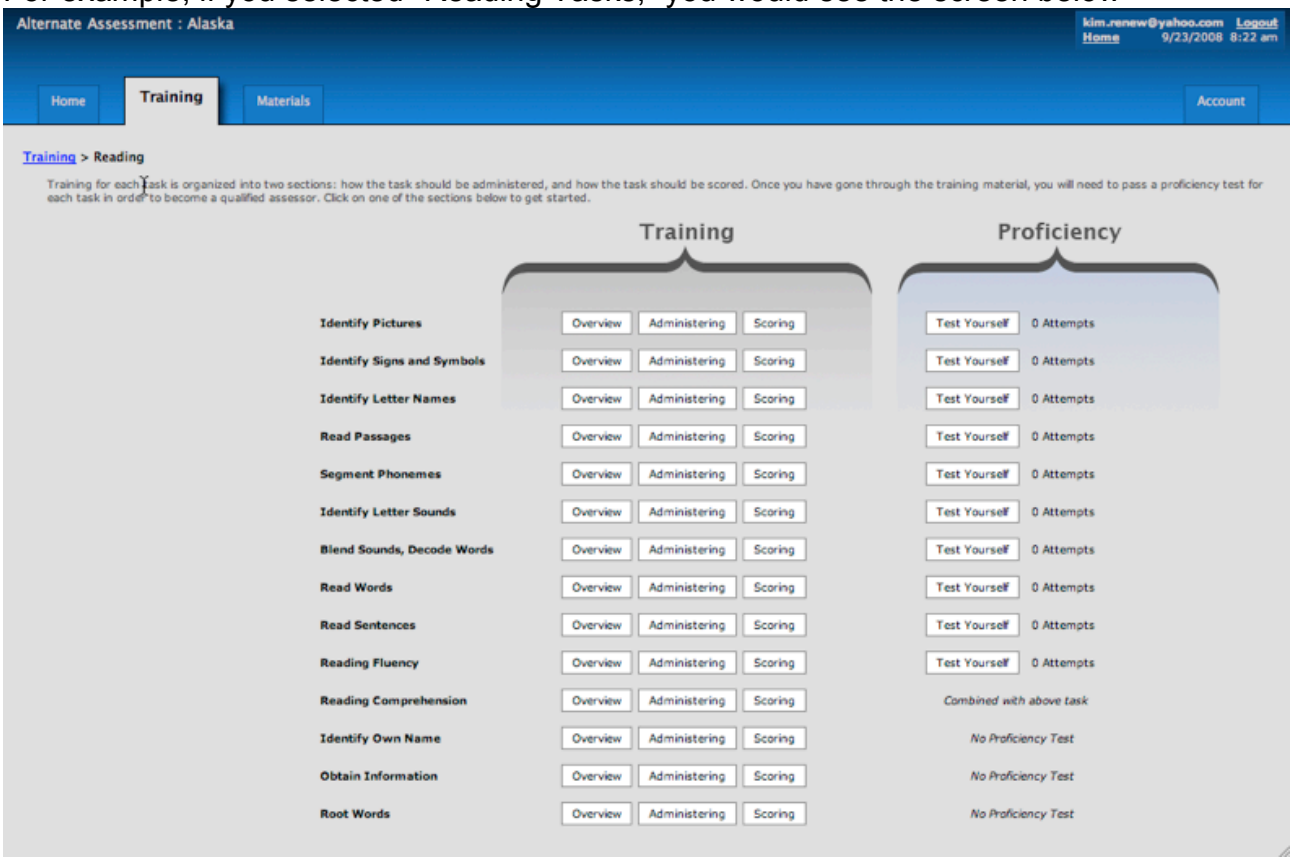
Along the top of the page is another tab called “Training”



When you choose that tab, you will get this page:



For example, if you selected “Reading Tasks,” you would see the screen below



4. Begin Training by Selecting a Task

For each task, work through the Overview, Administering, and Scoring training sessions. When you are comfortable with your understanding of each area, choose Test Yourself.

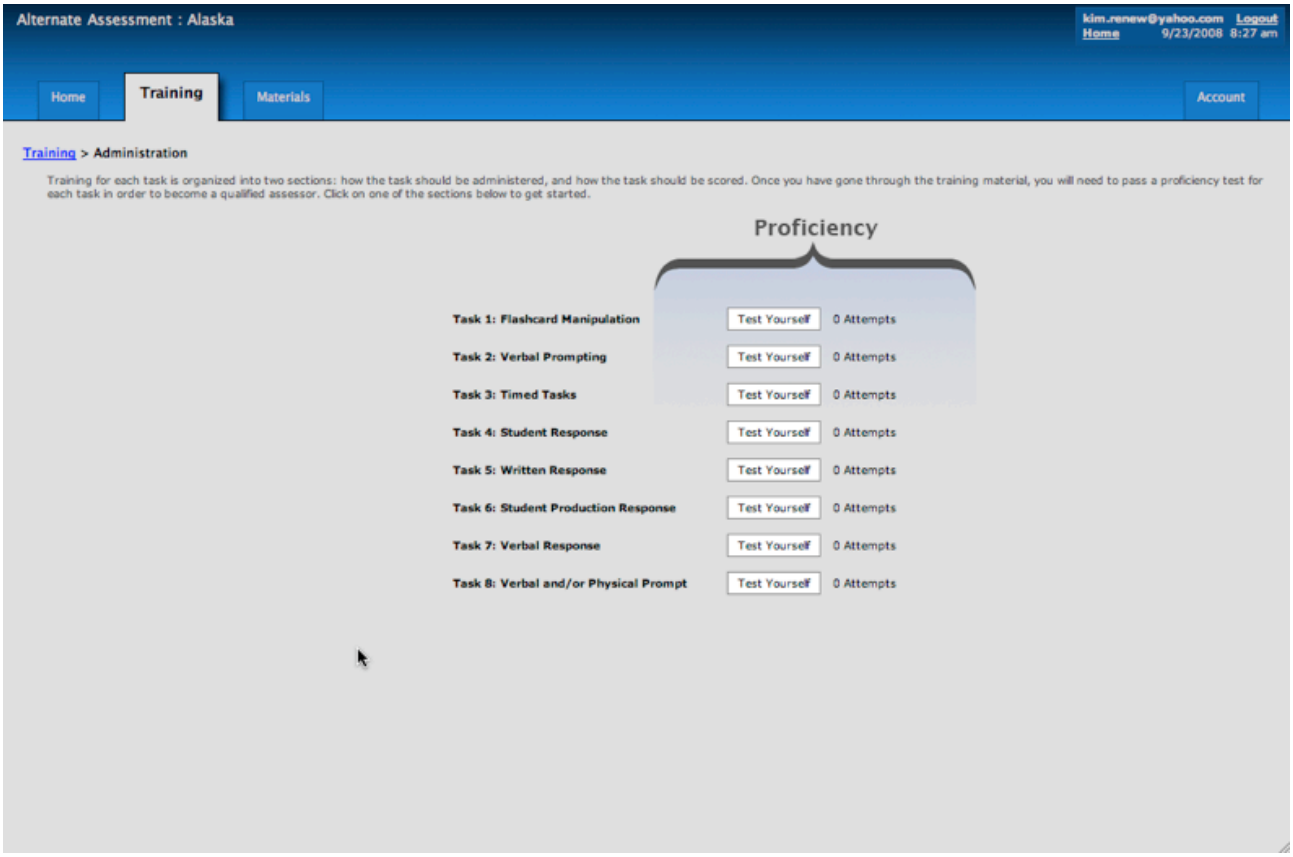
5. Evaluate your proficiency

- When you believe you are ready to test out on the task
- Click “Test Yourself” and score the student responses
- You will be presented with a video and a scoring window online
- Judge the student responses and score them online
- You will receive feedback about your proficiency

Some assessors test immediately after training on a specific task while others work through all of the training and then complete all the tests. This is a personal preference; the system allows both.

6. Complete all training for all academic areas

7. Test Yourself on the administration of the Alternate Assessment



8. Continue this process until you attain proficiency in all training areas and all tasks.

For each Task Area, the tables on the next pages show “Training” and “Proficiency”

Alternate Reading

Reading Tasks	Training	Proficiency
Identify Pictures		
Identify Signs and Symbols		
Identify Letter Names		
Read Passages		
Segment Phonemes		
Identify Letter Sounds		
Blend Sounds, Decode Words		
Read Words		
Read Sentences		
Reading Fluency		
Reading Comprehension		
Identify Own Name		
Obtain Information		
Root Words		

Alternate Writing

Writing Tasks	Training	Proficiency
Copy Letters		
Copy Words		
Copy Sentences		
Write Own Name		
Write Words from Dictation		
Write Sentences From Dictation		
Revise Sentences		
Write a Sentence		
Write a Story with Pictures		
Write a Story		
Revise Writing		

Extended Mathematics

Mathematics Tasks	Training	Proficiency
Reading and Writing Numbers		
Copy Numbers		
Identify Shapes		
Same or Different		
Shorter or Longer, ID Units of Measurement		
Identify Money		
Identify Units of Measurement		
Number Line		
Tell Time		
Order Numbers		
Count Objects		
Calendar		
Manipulate Math Concepts Count Take Away		
Manipulate Math Concepts Quantity		
Identify Whole and Half, Identify Fractions		
Count Coins, Count money		
Identify Place Value		
Count, Identify Skip Patterns		
Simple / Double Digit Addition, Subtraction, Multiplication		
Story Problems		
Reproduce Simple Patterns		
Read Simple Graphs		
Identify Perimeter		
Label a Set as None or Zero		
Understand Symbols		
Match Shapes		
Round Numbers		
Lines of Symmetry		

Science

Mathematics Tasks	Training	Proficiency
1: Structure and Property of Matter		
2: Chemical and Physical Changes		
3: Fundamental Forces and Motion		
4: Interaction of Energy and Matter		
5: Organism Characteristics and Needs		
6: Transmission of Traits		
7: Interdependence of Organisms in Environment		
8: Diversity of Species and Adaptation		
9: Structure of Earth and Material Use		
10: Change in Lithosphere, Hydrosphere, Atmosphere		
11: Earth, Sun, Moon		

Administration

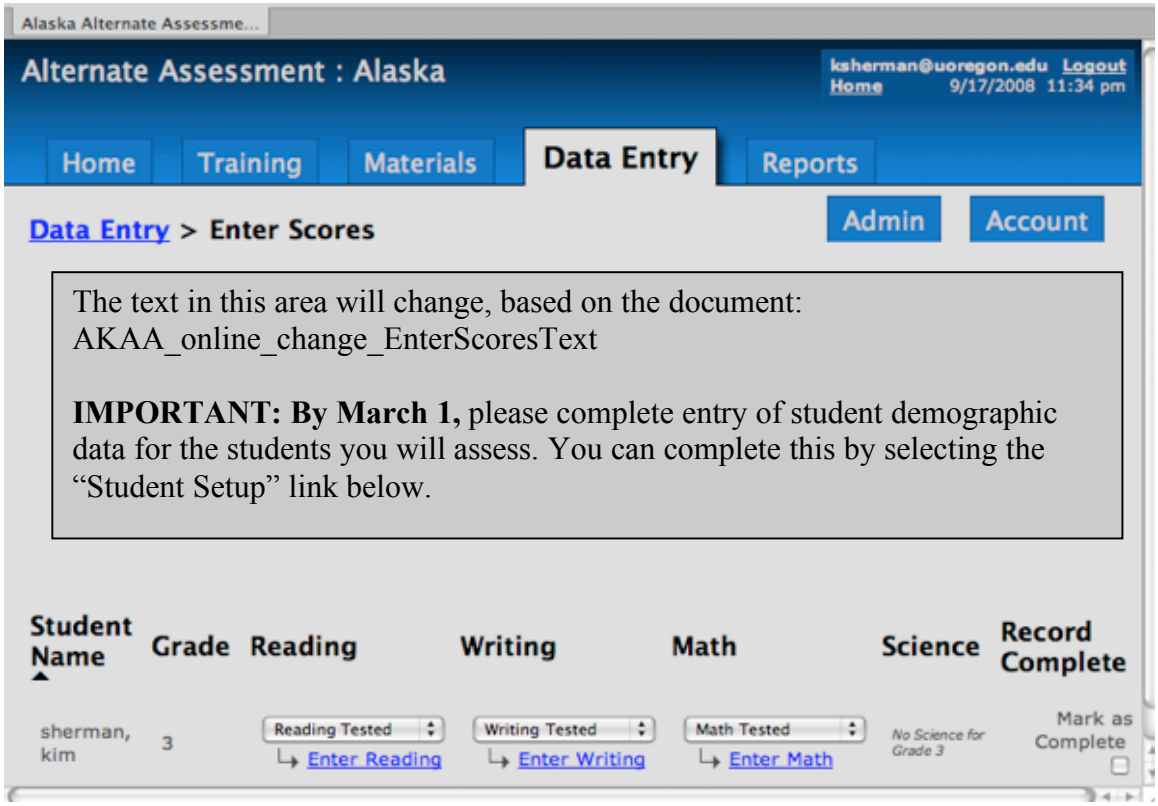
Administration	Training	Proficiency
1: Flashcard Manipulation	*Note: Administration contains only Proficiency Exercises (not Training Exercises)*	
2: Verbal Prompting		
3: Timed Tasks		
4: Student Response		
5: Written Response		
6: Student Production Response		
7: Verbal Response		
8: Verbal and/or Physical Prompt		

**Attainment is reached by completion irrespective of performance matching the answer key.*

Modifications to Online System 2008

- **Data Entry – Enter Scores**
- **Data Entry – Enter Scores New Text**
- **Data Entry – Tracking QA Student Testing**
- **Data Entry – Delete Student**
- **Data Entry – Drop Down Menu Defaults**
- **Data Entry – Status of Data Entry**
- **Data Entry – Reasons Not Tested**

QA Entry Tracking



Change: Text in text box from online change form for Enter Scores Text.

ADD: Please complete entry of the demographic information for students you will assess before March 1, 2009. You can complete this by selecting the "student setup" link below.

Then, the data from student setup will populate a report available to Qualified Trainer/Mentors (next page)

Assessor Alternate Assessment Completion Report

Assessor Name	Reading	Writing	Math	Science
Rose, Maggie	Caseload Ttl	Caseload Ttl	Caseload Ttl	Caseload Ttl
	Completed #	Completed #	Completed #	Completed #
	Percent Complete	Percent Complete	Percent Complete	Percent Complete
Sherm, Molly	Caseload Ttl	Caseload Ttl	Caseload Ttl	Caseload Ttl
	Completed #	Completed #	Completed #	Completed #
	Percent Complete	Percent Complete	Percent Complete	Percent Complete
Smith, John	Caseload Ttl	Caseload Ttl	Caseload Ttl	Caseload Ttl
	Completed #	Completed #	Completed #	Completed #
	Percent Complete	Percent Complete	Percent Complete	Percent Complete

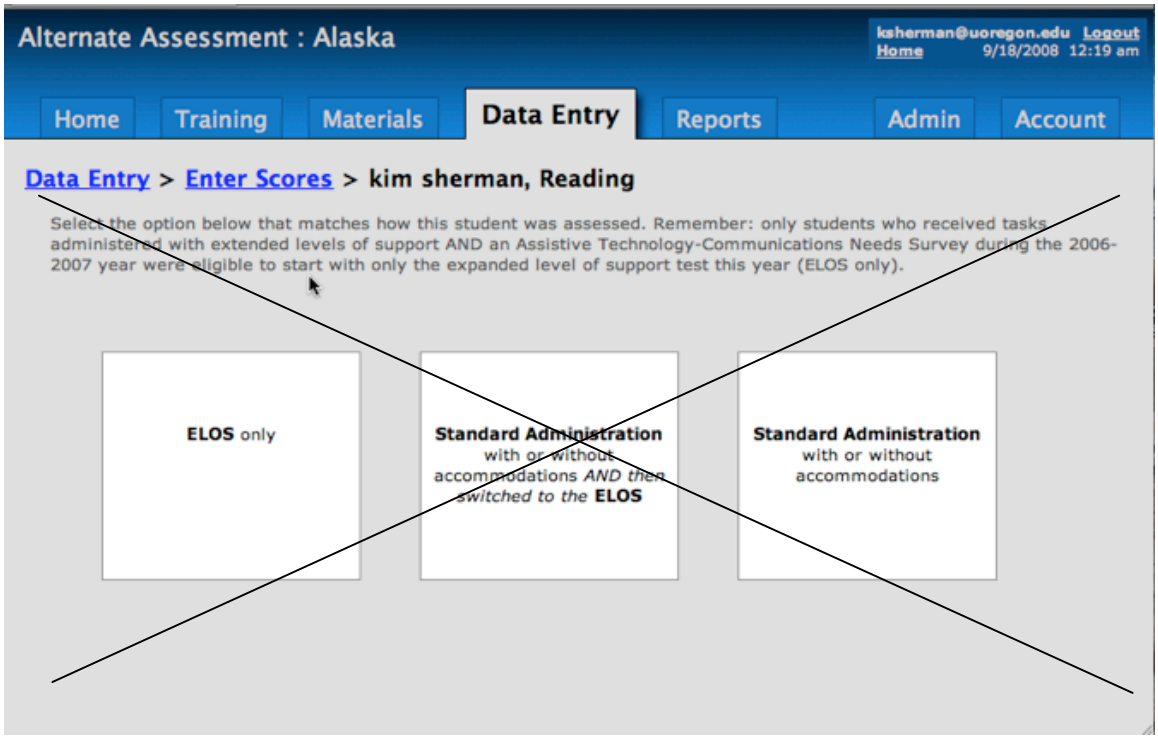
(COLORED BOXES USED FOR VISUAL EFFECT ONLY – DISPLAY NUMBERS INSTEAD)

= Number autopopulated from Caseload Setup

= Number autopopulated from Saved Record / Data Entry page

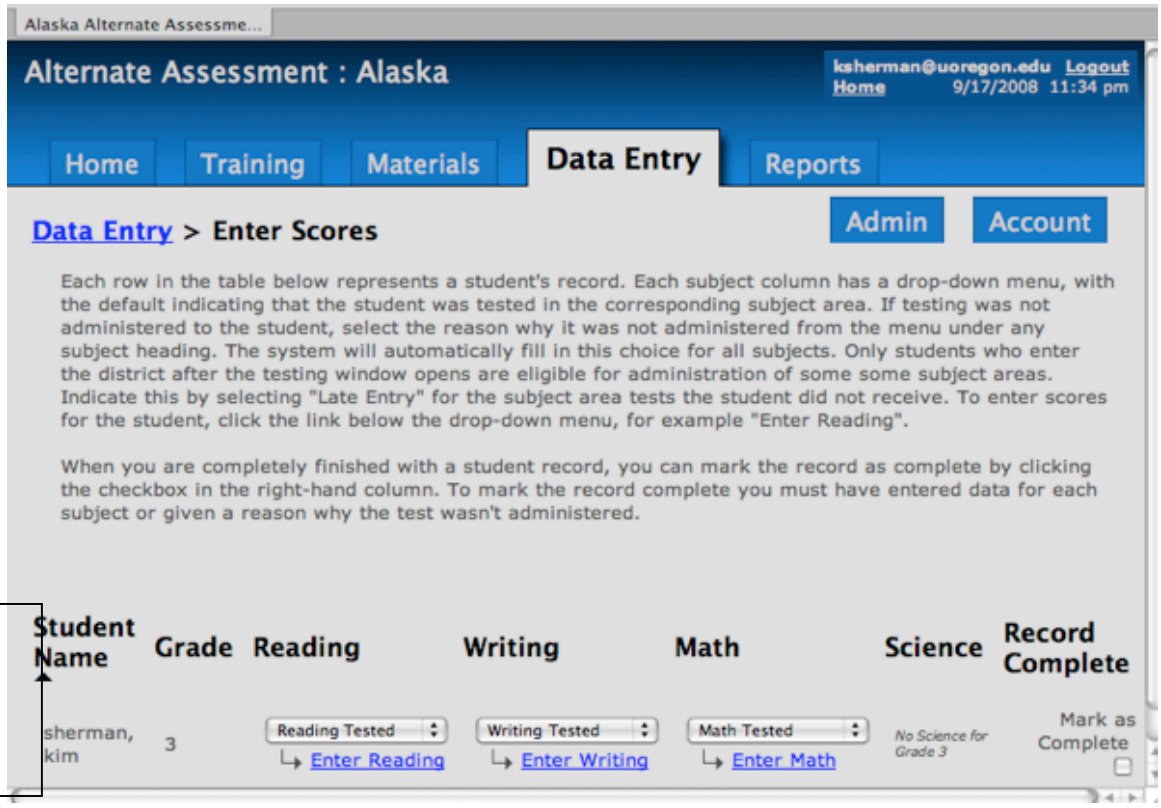
= Calculation: (completed #) / (Caseload Total)

Data Entry



1. **Delete this screen. When assessors choose "Enter Scores", they will be taken directly to the Enter Scores page.**

Delete Student



Add column with button for each student

Delete Student ☐

Add warning when checked:

Are you sure you want to delete this student, and all Alternate Assessment data for this student?

Yes No

Online Change Recommendation

Drop Down Menu defaults

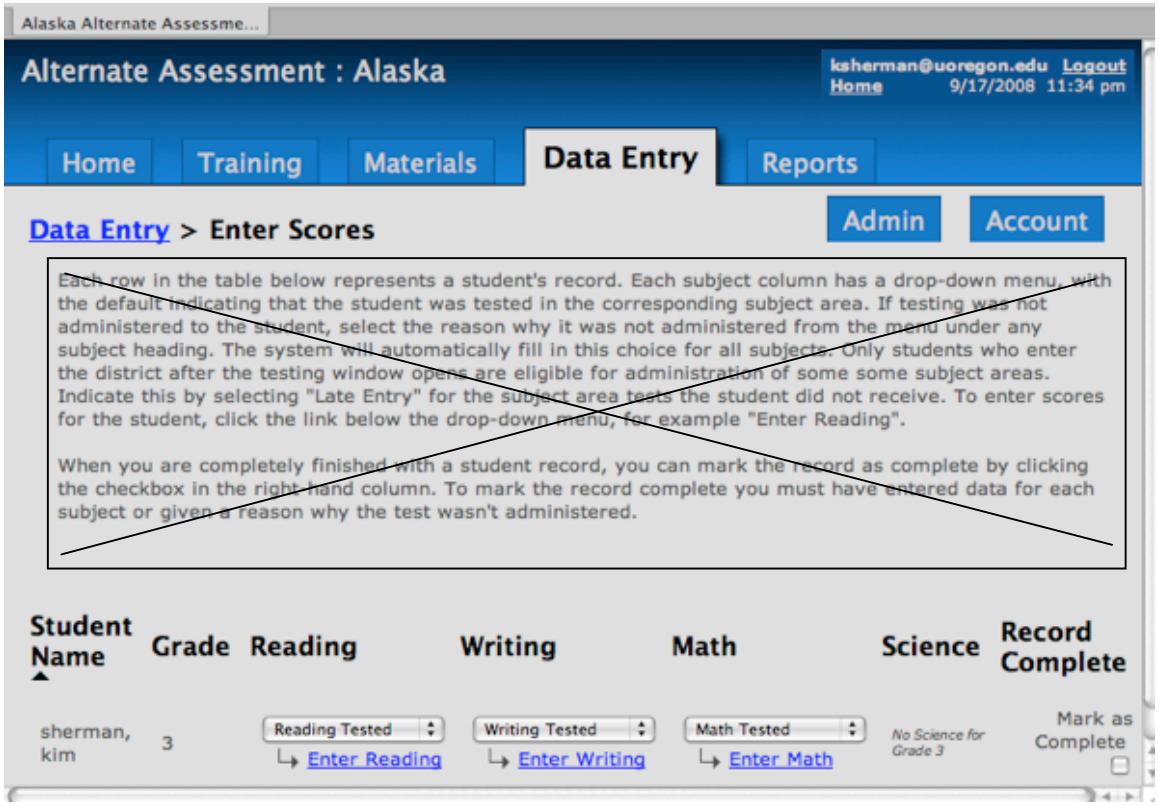
Issue:
Some drop down menus on the AK AA data entry website default to predetermined information. This was a concern, in that some assessors did not enter actual data but permitted the default data to remain. For instance, the Date of Birth entry field defaulted to a specific birthdate, which some assessors did not change.

Solution:
In all places (with two exceptions, detailed below), drop down menu choices will start with the words “Click to Select” or “Click” (where the menu box length does not allow the longer phrase, such as Date of Birth).

Exceptions:

1) The system has a default user status of Assessor in Training. Qualified Trainers are permitted to change the user status of their protégés after successful completion of training and proficiency testing. No changes will be made to this drop down menu.
2) The system has a default option on the entry screen. Drop down menus default to [Content area] Tested (ie Reading Tested). This default will not be changed.

Enter Scores Text



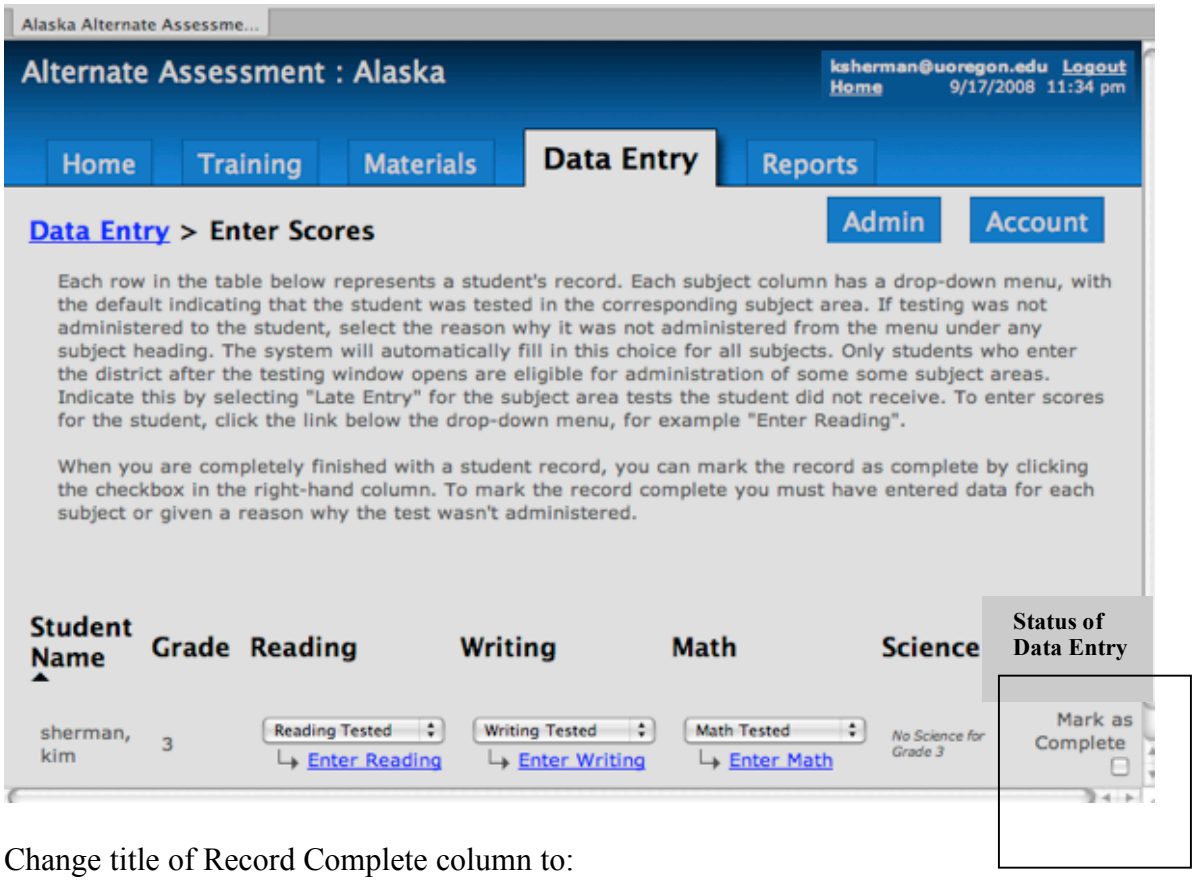
NEW TEXT

Each row in the table below represents a student's record. Each subject column has a drop-down menu, with the default indicating that the student was tested in the corresponding subject area. If testing was not administered to the student, select the reason why it was not administered from the menu under any subject heading. See Reasons Not Tested list for clarification.

To enter scores for the student, click the link below the drop-down menu, for example "Enter Reading".

When you are completely finished with a student record, you must mark the record as complete by choosing the appropriate status in the Status of Data Entry drop-down box in the right-hand column. To mark the record complete you must have entered data for each subject or given a reason why the test wasn't administered.

Records Complete



Change title of Record Complete column to:
Status of
Data Entry

Change text for clarity/ entry

FROM
Checkbox / Mark as Complete /

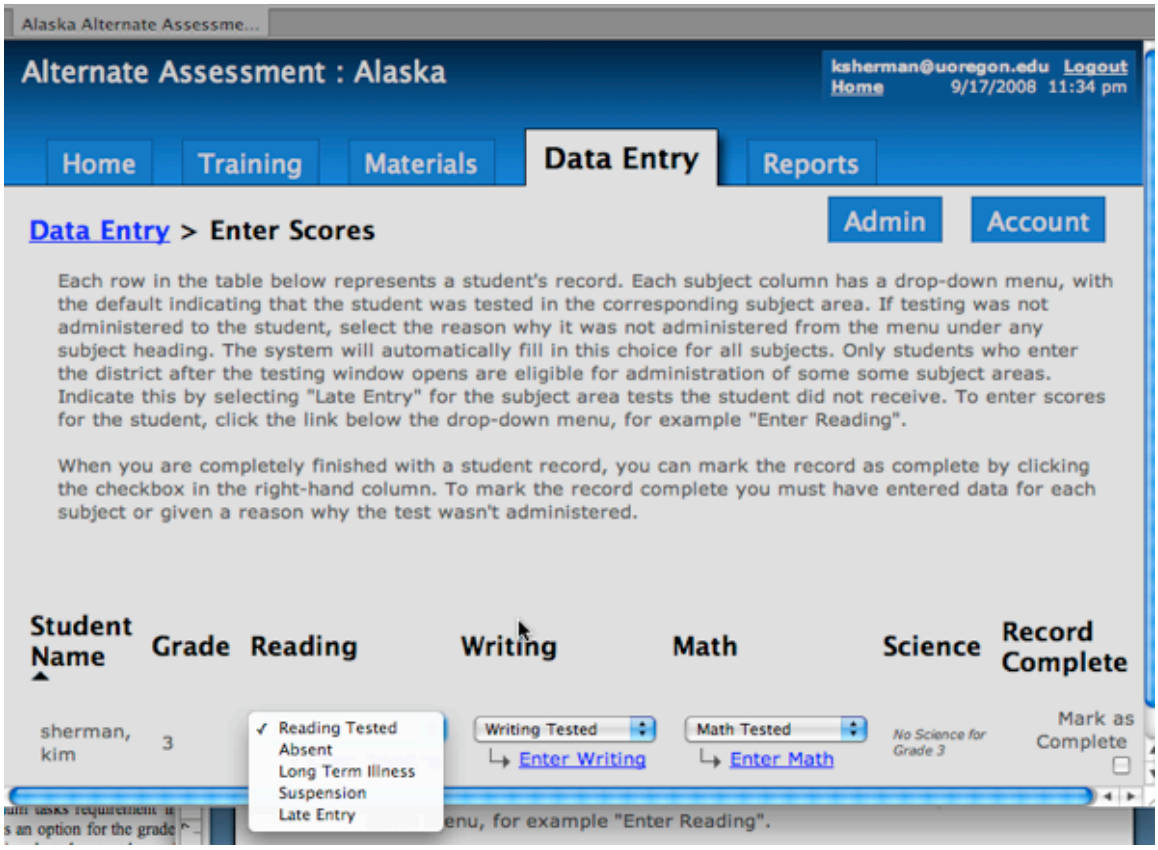
TO
Drop Down Box, must choose one to move out of screen

Click to select Still entering data Record Complete

ADD an Alert if user did not choose one of the two options:

WARNING: You must choose one option under Status of Data Entry.

Reasons Not Tested



Testing Reasons for each Content Area/Test: Options in **bold** indicate options that must be true for ALL subject area tests. The system will enforce this policy by automatically setting this option for ALL tests when any one option is selected by the user.

Reading	**Writing**	**Math**	**Science**
Reading Tested	Writing Tested	Math Tested	Science Tested
Absent	**Absent**	**Absent**	**Absent**
IEP Change	IEP Change	IEP Change	IEP Change
Late Entry	Late Entry	Late Entry	Late Entry
Long Term Illness	**Long Term Illness**	**Long Term Illness**	**Long Term Illness**
Suspension	**Suspension**	**Suspension**	**Suspension**
Other	Other	Other	Other
			No Science for grade X

When the users selects the option "Other", a text entry box will be displayed. The user may input up to 50 characters into this box.

ADD Warning if Other chosen but no text entered:

> **Warning:** You have chosen "Other" as a reason not tested but have not described the reason in the text box.

MENTORS ONLY

Section 3

Mentors Only

- **Memo to Mentors re use of Scoring Protocol Review Sheets**
- **Scoring Protocol Review Sheet**
- **Mentor District Implementation Plan**
- **District Test Coordinator Responsibilities**
- **Training Protégés**

M E M O R A N D U M

State of Alaska
Department of Education
& Early Development

TO: Alternate Assessment Mentors-in-training
FROM: Aran Felix, Alternate Assessment Program Manager
PHONE: 907-465-8437
DATE: September 29, 2008
SUBJECT: Instructions for Using Scoring Protocol Review Sheet and Submitting Work for Evaluation

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Purpose: In order to ensure the reliability of test scores, the Department of Education and Early Development requires a thorough and standardized training procedure for Alternate Assessment Qualified Assessors. One of the procedures in qualifying Mentors as Qualified Mentor-Trainers requires an external evaluation and scoring of their scoring protocols. District personnel training to become Qualified Assessors follow the procedures in Column A. District personnel training to become Qualified Mentor-Trainers need to follow the steps in Column B.

A. Steps for Assessors-in-training	B. Steps for Mentors-in-training
• Register in online system • Complete all online training and proficiencies • Download student materials and scoring protocols for Reading, Writing, Math, Science areas • Administer Practice tests writing all student responses and your notes on the Scoring Protocols • Submit all scoring protocols to your district mentor for evaluation • Passing scores are 80% or higher in all content area tasks • Obtain retraining if necessary • Obtain Qualified Assessor (QA) Certificate of Achievement from district Qualified Mentor-Trainer (QT) • QT changes your status to QA in the online system	*For mentors-in-training who are new to the Alternate Assessment begin here:* • Register in online system • Complete all online training and proficiencies • Download student materials and scoring protocols for Reading, Writing, Math, Science areas • Administer Practice tests writing all student responses and your notes on the Scoring Protocols • Submit all scoring protocols to EED for evaluation by the test vendor • Passing scores are 80% or higher in all content area tasks • Obtain retraining if necessary • Obtain Qualified Assessor (QA) Certificate of Achievement • EED changes your status to QA in the online system *For mentors-in-training who **already** hold a Qualified Assessor Certificate, begin here and continue through the*

	steps below:: • Refresh required skills per EED/vendor instructions *For new mentor in-training who have just received a QA certificate begin here:* • Train one protégé • After protégé administers practice tests, you evaluate and score the scoring protocols, and submit only the scoring protocols and scoring protocol review sheet (no practice tests) to EED for evaluation by the test vendor • Passing scores are 80% or higher in all content area tasks • The vendor will notify you if retraining if necessary • EED awards Qualified Mentor-Trainer Certificate of Achievement • EED changes your status to QT in the online system • You are now eligible to train district personnel to become Qualified Assessors

- Mentors-in-training who are already Qualified Assessors do not need to redo a practice test for themselves. You are sending in only your protégé's scoring protocols with your notes and evaluation.

- EED will review the Scoring Protocols and ensure they are complete before sending to the test vendor for evaluation and review. Any incomplete work will be returned to the mentor-in-training for completion.

- EED will provide postage-paid envelopes at mentor training to mentors-in-training who will be sending in scoring protocols.

- The test vendor (Dillard Research Associates) will notify EED of participant's passing scores. EED will issue the Qualified Assessor and Qualified Mentor Trainer certificates at that time. The test vendor will work directly with mentors-in-training who do not have passing scores and provide recommendations for securing passing scores.

- In order to obtain travel reimbursement from EED, mentors-in-training must complete all the specified requirements and become certified Qualified Mentor-Trainers this year

- **The final date for sending in your protégé's work for evaluation by the vendor is February 27, 2009.**

Scoring Protocol Review Sheet

Evaluator's Name: _____ Date: _____

Protégé Name: _____

District: _____

This document is used by:

1. mentors-in-training when scoring their first protégé's scoring protocols,
2. the vendor when evaluating scoring protocols for mentors-in-training, and
3. mentors when evaluation scoring protocols for all district assessors-in-training

Mentors-in-training: See the last page of this form for Qualified Assessor and Qualified Mentor-Trainer sequence.

Checklist for reviewing Practice Scoring Protocol:
The scoring protocol is reviewed for accuracy in recording student performance and scoring. The following checklists are provided for mentors to fill out as they review their protégé's and district assessors-in-training practice test scoring protocols. The practice test is reviewed for accuracy in recording student responses and scoring. An extra column is added for any additional comments for each task. The protégé may receive one point for correctly addressing the student responses and one point for scoring. After the review has been completed, all scores are totaled and percentages are calculated. If the protégé receives 75% or higher in each subject area and the overall review, Qualified Assessor status is obtained.

A following rating scale is provided for the overall review for the four content areas.

Overall Review of the Four Content Areas

Use the following rating scale:

1	**Unacceptable**
2	**Needs Additional Work**
3	**Satisfactory**
4	**Exceptional**

No.	Review Area				
1	**Cover Page**: Names and identifying information recorded on cover page.	**1**	**2**	**3**	**4**
	Comments:				
2	**Task Administration**: Each task is clearly marked so that both tasks administered and tasks not administered are easily identified on the scored protocol.	**1**	**2**	**3**	**4**
	Comments:				

3	**Scoring**:				
	• Incorrect responses written to show student's response.	**1**	**2**	**3**	**4**
	• Scored correctly.	**1**	**2**	**3**	**4**
	• Arithmetic completed correctly, e.g. scoring was correct and the total score was added correctly.	**1**	**2**	**3**	**4**
	Comments:				
4	**Clear Markings:** The scoring protocol is marked clearly so that it can be interpreted easily, e.g. by an instructional assistant entering the data online or by the next teacher reviewing the student's previous performance.	**1**	**2**	**3**	**4**
	Comments:				
5	**Stop Testing:** If assessment was terminated early, evidence for this decision is provided on the scoring protocol (3 Error Rule).	**1**	**2**	**3**	**4**
	Comments:				
	Total /28 = _____%				

Scoring Protocol Review Sheet - Reading

Reading Tasks	Student Responses	Scoring/ Recording	Additional Comments
1: Identify Pictures			
2: Identify Signs and Symbols			
3: Identify Letter Names			
4: Comprehend Oral Text			
5: Segment Phonemes			
6: Identify Letter Sounds			
7: Blend Sounds			
8: Identify Beginning Reading Words			
9: Identify Advanced Reading Words			
10: Read Sentences			
11: Read Passages			
12: Comprehend Printed Text			
Total	**/12**	**/12**	**/24 = _____%**

Scoring Protocol Review Sheet - Writing

Writing Tasks	Student Responses	Scoring Recording	Additional Comments
1: Copy Letters			
2: Copy Words			
3: Copy Sentences			
4: Write Your Own Name			
5: Write Words from Dictation			
6: Write Sentences From Dictation			
7: Sentence Mechanics			
8: Write a Sentence			
9: Write a Story with Pictures			
10: Write a Story without Pictures			
Total	**/10**	**/10**	**/20 = _____%**

Scoring Protocol Review Sheet - Mathematics

Mathematics Tasks	Student Responses	Scoring Recording	Additional Comments
1: Identify Numerals			
2: Copy Numbers			
3: Identify Shapes			
4: Write Numerals			
5: Discriminate Differences			
6: Measurement-Size			
7: Identify Money			
8: Time of Day			
9: Number Line			
10: Tell Time			
11: Order Numbers			
12: Ordinal Numbers			
13: Calendar			
14: Manip. w/Take Away			
15: Manip. w/Quantity			
16: Fractions			
17: Count money			
18: Place Value			
19: Count on Dictation			
20: Comp. Addition			
21: Comp. Subtraction			
22: Mixed Computation			
Total	**/22**	**/22**	**/44 = _____%**

Scoring Protocol Review Sheet - Science

Science Tasks	Student Responses	Scoring Recording	Additional Comments
1: Structure and Properties of Matter			
2: Chemical and Physical Changes			
3: Fundamental Forces and Motions			
4: Interaction of Energy and Matter			
5: Organism Characteristics and Needs			
6: Transmission of Traits			
7: Interdependence of Organisms in Environment			
8: Diversity of Species and Adaptation			
9: Structure of Earth and Material Use			
10: Change in Lithosphere, Hydrosphere, Atmosphere			
11: Earth, Sun, Moon			
Total	**/11**	**/11**	**/22 = _____%**

Alternate Assessment
District Mentor Implementation Plan 2008-2009

Purpose of Mentor Implementation Plan: The Implementation Plan is a requirement for Alternate Assessment Mentors because unlike the Standards Based Assessments, mentors will be training themselves and other district personnel to administer and score the Alternate Assessment as opposed to proctoring exams. In addition, mentors often function as the liaison between the district test coordinators and special education to ensure that all eligible students are identified and given the proper assessment.

Instructions: Implementation Plans are being sent in advance of Mentor Training this year. Please discuss with your supervisor, complete the plan, get signatures, keep a copy for yourself and either bring the completed Plan to mentor training, or fax to Aran Felix, 907-465-8437. We will try to allocate a short period of time at Mentor training to work in small groups, sharing information especially with new mentors, making any necessary changes. If your plan changes as a result of discussions at mentor training, **a final plan must be submitted by December 1, 2008.**

Mentor Name	**Email Contact**
District Name	**Phone Contact**
Mentor Signature	**Date**
Supervisor Signature (If applicable)	**Date**

1. Mentor Responsibilities

- Attend Mentor Training annually
- Become certified as a Qualified Assessor and a Qualified Trainer (see attached list of requirements)
- Annually refresh skills to maintain qualifications.
- Conduct training for district personnel using materials provided by EED and the test vendor, Dillard Research Associates (DRA)
- Become familiar with eligibility criteria and test security
- Become familiar with the Extended Grade Level Expectations
- Answer staff questions about the alternate assessment
- Provide assistance to District Test Coordinator in identifying students eligible for Alternate Assessment
- Act as primary district contact for Alternate Assessment Program Manager
- Provide feedback on Alternate Assessment as requested by EED and test vendor

Possible resolutions:

District Information

- So that we send enough Alternate Assessment handbooks to your District Test Coordinator, please tell us the number of special education teachers in your district who teach students with significant cognitive disabilities? _____
- Estimated number of students in district eligible for Alternate Assessment? _____
- Do you know who your district test coordinator (DTC) is?

DTC Name

Contact Info _____

_____

- In order to ensure all students receive the proper assessments and that demographic information is entered correctly, please make sure that you have the following information:

  ☐ Names of all students in district eligible to take the Alternate Assessment
  ☐ Location (school names) of students taking the Alternate
  ☐ Names of student's program coordinator
  ☐ Alaska Student IDs (AKSID) and other student demographic information
  ☐ A trained Qualified Assessor, or person being trained this year, identified to administer the Alternate Assessment to each student

- Other than the students, their teachers or case managers, district test coordinators, special education directors, are there other people who need to be involved? When EED sends out information or notices, other than the folks listed above, who needs to be kept informed?

Who needs to be involved, or informed?

3. **Implementation Plan**

Based on the information outlined above, using the attached Calendar and the following questions, plan your major mentoring activities for this year.

- What are your major priorities?
- What will you try to accomplish by the end of this school year?
- What will you do across next school year?
- Have you been in contact with your DTC this year?

- Have you received last year's Individual Student Reports, copies of the *Educator Guide to Interpreting Student Reports* (currently posted on the AA website under Teacher Resources: **http://www.eed.state.ak.us/tls/assessment/aa.html**

Mentor Plan for District Training 2008-2009

4. **Evaluation Plan**

If your mentoring activities have the impact we hope they will, what should happen? How will you know if you've been successful?

Sources of Information/Evaluation Strategies	**Anticipated/Desired Outcomes**

5. **Recommendations to EED**

Comments or Recommendations

Frequently Asked Questions – Some questions I would like to see answered are:

District Test Coordinator Responsibilities

For District Test Coordinators:
Alternate Assessment Talking Points

Students with significant cognitive disabilities will have access to, participate in, and make progress in the general education curricula. These students must also participate in statewide assessments administered in grades 3-10. The Alternate Assessment is based on Alaska standards but measured against alternate achievement standards, and the Alternate Assessment does not lead to a diploma. (*Participation Guidelines* pages 7-9)

DTC Responsibilities:

- Fall:
  - Distribute Alternate Assessment Administration/Training Manuals to appropriate special education teachers
  - Contact Special Education Director to determine if your district has a mentor and develop a plan of action. Identify students eligible for Alternate.
  - Work with Mentor to ensure that there are a sufficient number of Qualified Assessors trained in your district
  - If no Mentor, or no Qualified Assessor in district, develop a plan to assess eligible students
  - Identify all students eligible for taking the Alternate Assessment

- February or sooner:
  - Ensure that Qualified Assessors, Mentor Trainers, and any staff handling Alternate Assessments signs a Test Security Form
  - DTC maintains district copies
  - Ensure that all students eligible to receive Alternate Assessment are scheduled to be assessed and receive assessment **(test window February 23 – April 10, 2009)**
  - Distribute and ensure that Qualified Assessors are using Alaska State IDs (AKSID)

- Summer:
  - Receive from the state department, hard copies of Student Reports for students in your district who took the Alternate Assessment
  - Receive a memo emailed from the test vendor, DRA, informing you of the process for accessing your student reports on the secure DRA Web Reporting System, http://akreportsdev.k12test.com/
  - Distribute Individual Student Reports and a *Guide to Interpreting Student Reports* to parents (download and copy *Guide* from AA website or the secure reporting website)

- Distribute one copy of student reports to the district for student files

Information is available on Alternate website
http://www.eed.state.ak.us/tls/assessment/alternate_optional.html

Contact: Aran Felix, Alternate Program Manager, aran.felix@alaska.gov
Phone: 907-465-8437, Fax: 907-465-8400

Training Protégés

- Call the vendor, Dillard Research Associates, before hosting a computer lab training so that you will have support.
- Use the Protégé Orientation power-point (in AA Manual and on Training CD)
- Provide time for assessors-in-training to work through the online training and proficiency modules.
- You may have assessors-in-training log in and obtain a password in advance of the computer lab training to save time.
- Follow-up training with the Protégé Training Part 2 power-point and the Alternate Assessment Manual
- Additional training on the historical and legal background of alternate assessment may be provided. Power-point provided.
- Make sure all protégés understand test security, sign Alternate Assessment Test Security Agreements. One copy to the assessor-in-training, one copy to the district test coordinator.
- When your protégé has completed ALL requirements, please issue a Qualified Assessor Certificate, and change their status from Assessor-in-Training to Qualified Assessor in the online test system, located at: http://ak.k12test.com/. Select as follows: ADMIN tab, Upgrade User Accounts, View by District (or View by Last Name), User Type, select Qualified Assessor from drop-down box, then select Upgrade Account.
- The Qualified Assessor certificate is located on the Mentor Training CD: QACertTemplate.doc

Orientation to Alaska's Alternate Assessment

1

Introductions and Overview of Training

- Housekeeping
- Sign-in sheets, Evaluations
- Introductions
- Agenda

Overview of Alaska Alternate Assessments in Reading, Writing, Mathematics, and Science

- Who takes alternate assessments?
- What are alternate assessments?
- What is involved in giving an alternate?
- Why is training important?
- How does an assessor qualify?
- Step by step: getting into the assessment system
- Hands on training in computer lab
- Assignment

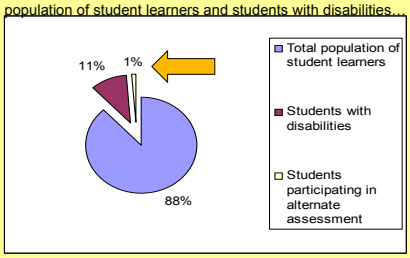
Who takes the new Alternate Assessments?

- Students w/ Significant Cognitive Disabilities
- Students with IEPs that indicate the alternate assessment

Approximately 1% of the Student Population Takes Alternate Assessments

Slide courtesy of National Alternate Assessment Center

The number of students participating in alternate assessments on alternate achievement standards as compared to the total population of student learners and students with disabilities.



Making Decisions about Students with Significant Cognitive Disabilities

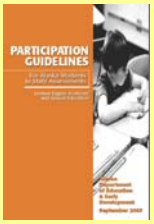
- Students with significant cognitive disabilities (SSCD) will have access to, participate in, and make progress in the general education curriculum.
- SSCD must participate in statewide assessments in all grades 3 – 10
  - No testing in grades 11, 12 for SSCD
- AA is for students on a non-diploma track

Specifics of Eligibility Criteria in Alaska

- Eligibility Criteria is located in the *Participation Guidelines for Alaska Students in State Assessments,* September 2007 edition, Pages 7-9
- Parental notification of Alternate required

Where to find the Participation Criteria for Students with Significant Cognitive Disabilities: *Participation Guidelines*

You can find this as a booklet, on the EED website



Parent Notification on the IEP, Page 8 of 12

Non-Diploma Track

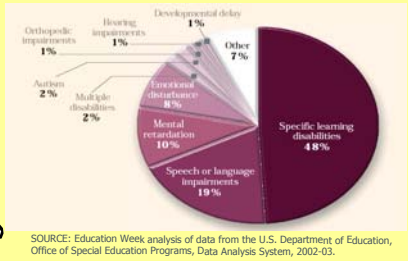
Parent Signature

What about the students with the students with the most profound disabilities?

How does this assessment work for them?

Because we know these students are more different than alike…

The total student population receiving special education services broken down by disability category…



SOURCE: Education Week analysis of data from the U.S. Department of Education, Office of Special Education Programs, Data Analysis System, 2002-03.

Expanded Levels of Support (ELOS)

- Follow 3 Error Rule (Consecutive zeros in 3 items and 3 tasks)
- New ELOS items developed
- Administration Rules govern standard test administration and ELOS items

What is Alternate Assessment?

What are alternate assessments?

- Designed for certain small group of students with disabilities
- Must meet eligibility criteria
- Requirement that assessments be academic in nature
- Linked to grade level content standards
- Reduced in complexity

Alaska's Alternate Assessment

- Part of the Comprehensive System of Student Assessments (CSSA)
- Designed for a special population of students with disabilities (SWD)
  - The students with significant cognitive disabilities
  - 1 to 2% of the student population (approximately 550 students)

Alaska's Alternate Assessment

- Used in Oregon for 7 years
- Used in Alaska 3 years and "Alaskanized"
- Performance Tasks: Reading, Writing, Math & Science
- Online System Includes:
  - System Requirements, FAQ's, Help Desk Contact
  - Teacher Training & Proficiency Modules
  - Online Training Manuals
  - Secure Test Materials & Practice Test
  - Scoring & Reporting
  - Unofficial student report generated immediately

Alternate Assessments for Students with Significant Cognitive Disabilities

Curriculum Based Measures:

- Reading
- Mathematics
- Writing
- Science
- Administered by the teacher on a one-to-one basis with a student

One-on-one Academic Performance Task Assessments

- Standard tasks and scoring procedures
- Ratings that evaluate independent performance while focusing on knowing and doing
- Aligned to standards and instruction
- Scores can be aggregated and reported as group summaries

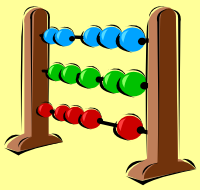
Reading

- Naming Letters, Pictures
- Blending Sounds
- Reading Words, Names, Sentences
- Reading Text Orally
- Reading and Listening Comprehension

Writing

- Copying Letters
- Copying Words
- Dictated Words
- Dictated Sentences
- Writing Sentences
- Story Writing

Math



- Naming/copying numbers
- Counting & writing numerals
- Shapes/telling time
- Naming, counting money
- Manipulatives & computation

Science

- Concepts of Physical Science
- Concepts of Life Science
- Concepts of Earth Science
- History and Nature of Science, Science and Technology

Becoming a Qualified Assessor

Qualified Assessor Requirements

- Must be school personnel (teacher or paraprofessional)
- Meet qualifications:
  1. Receive Orientation to Alternate Assessment from district mentor
  2. Complete online training
  3. Pass online proficiencies
  4. Administer the RWMS practice tests
  5. Submit scoring protocols for evaluation to district AA Mentor

Complete Online Training

- This is today's goal
- Complete online training
  - How to administer the assessments
  - How to score the assessment
  - Pass the proficiency modules
- Practice Tests include: Reading, Writing, Math, Science, Administration

Administer a practice test

- Administer all content area practice tests to a real person
- Child preferred
- Purpose is to become familiar with handling student materials and scoring protocols while administering and scoring the assessment

Selecting a student

- Select a grade 3 or 4, general education student, not a significantly cognitively disabled student
- Using a relative is fine
- Goal is to administer all the tests
- Need to receive right and wrong answers to gain experience with using scoring protocols: scoring and tracking student responses
- Using an adult will yield only correct answers

Is permission required?

- EED does not require permission from parents as this is only a practice assessment and results will not be used
- Districts may use own discretion about notifying parents and having permission slips signed

Submit Scoring Protocols for Evaluation

- Assessors in training in districts submit scoring protocols to their district Qualified Mentor Trainers for scoring
- (Note: Qualified Assessors training to become AA Mentors submit scoring protocols to EED/test vendor for evaluation

Receiving QA Certificate

- Upon completing all requirements, district AA Mentor will:
  - Award a QA certificate
  - Change your status from Assessor-in-training (AIT) to Qualified Assessor
  - You will have access to the secure test and data entry sections of test

Annual Requirements to maintain QA status

- Attend any required trainings
- Refresh skills online
- Required refreshing skills are in Alternate Assessment Manual
- Sign a Test Security Agreement annually and file with District Test Coordinator

How many AA Mentors per district?

- EED asks that each district have one AA mentor
- Larger districts with many teachers to train may have more one AA Mentor

Why so much training?

- Proctors administer Standards Based Assessments (SBAs) but do not score the assessments
- Qualified Assessors
  - administer and score
  - adapt materials if necessary
  - decide on appropriate assistive technology

Why is training important?

Reliability—
Would results be the same . .

if the assessment were administered by someone else?

VALIDITY and *Fairness:*

Would assessment results accurately show what a student knows and can do?

A standard approach to administration and scoring leads to:

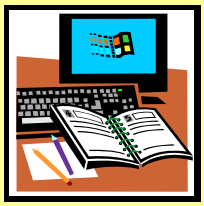
- Fair assessments
- Comparable scores between assessors and settings
- An accurate picture of what the student knows and can do

How is training provided?

- Orientation by a qualified trainer or EED
- Self-paced online training
- Qualifying practice test with a student
- Certificate of qualification
- Coaching and peer support

What resources are available?

- Online Training
- Sample Tests Online
- Training Manuals online
- Public website
- Secure website
- Qualified Mentor Trainers



DRA Helpdesk

- Sevrina Tindal
  Dillard Research Associates
  32534 Dillard Road
  Eugene, Oregon 97405
- 1-800-838-3163 phone
  815-717-9683 fax

sevrina@dillardresearchassociates.com

Other Resources

- Online Training Manuals
- Other Mentors, List located at:
- http://www.eed.state.ak.us/tls/assessment/alternate_optional.html
- EED, Alternate Assessment Program Manager: Aran.Felix@alaska.gov
- Phone: 907-465-8437

Overview of Hands-On Training in Computer Lab

Purpose: To review and clarify the process for becoming a qualified assessor

HANDOUT

QA Requirements

Training Crib Sheet

Online Training and Proficiency

- 1. Become a registered user & get Username, Password
- 2. Locate the "Main Page"
- 3. Select Training Area (Reading, Writing, Mathematics, Science, Administration)

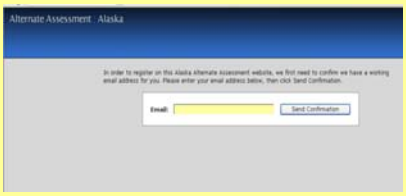
Home Page: http://ak.k12test.com/

Options at Home Page

- About
- Contact
- System Requirements
- FAQ
- Link to EED AA Page
- Login
- Register
- Reset Password

System Requirements

Register



Welcome Page

Select Training and Work On your Own—Self-Paced

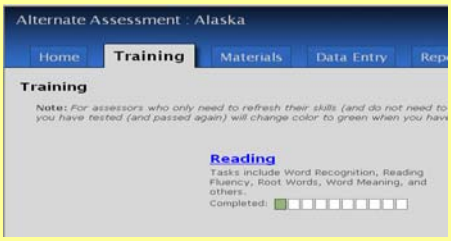
5 Areas
- Reading
- Writing
- Mathematics
- Science
- Administration

2 Stages
- Training
  - How to administer
  - How to score
- Proficiency

Online Training and Proficiency *cont.*

- 4. Select a Task (e.g. "Identify Pictures")
- 5. Learn how to administer
- 6. Learn how to score the task

To select a subject



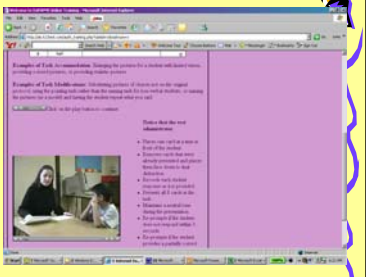
Click on the subject areas, for example, "READING"

Example: Reading Tasks

Reading Tasks	Training	Proficiency
1: Identify Pictures	__	__
2: Identify Signs and Symbols	__	__
3: Identify Letter Names	__	__
4: Comprehend Oral Text	__	__
5: Segment Phonemes	__	__
6: Identify Letter Sounds	__	__
7: Blend Sounds	__	__
8: Identify Beginning Reading Words	__	__
9: Identify Advanced Reading Words	__	__
10: Read Sentences	__	__
11: Read Passages	__	__
12: Comprehend Printed Text	__	__

For example, "Identify Pictures" (Task 1)

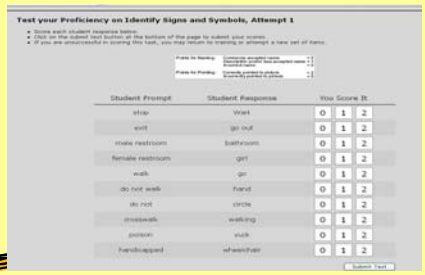
- Read info on screen
- Click "play" to view a video clip
- Learn to administer
- Learn to score



Online Training and Proficiency

- 7. Evaluate your proficiency
- 8. Continue 1-8 with other tasks and subjects

Test Your Proficiency



After becoming proficient online: Practice Tests

- Purpose of practice tests are to give the assessor in training hands-on familiarity with administering, scoring, handling scoring protocols and student materials with a live audience
- Download practice tests from online site
- Administer tests preferably to a student
- Do not administer to a cognitively disabled student

Select "Materials", then print a Practice Tests

Website Tips

- Logging on & Logging off
- Finding your way around the web site
- Getting help & reporting problems

3 Consecutive Error Rule

- Stop a task if student scores zeros on 3 consecutive ***items***.
- When the task is stopped early, record the responses and ***move to next task***.
- When this occurs on 3 *tasks* in a sequence, stop the assessment in this content area.
- You should be using a student who is able to take the entire test when practicing.

Decision Points

SECTIONS	2006 TASKS
A	1 Identify Numerals 2 Identify/Copy Numerals 3 Identify Shapes 4 Write Numerals 5 Manipulate Math Concepts - Discriminate Differences 6 Measurement - Size 7 Identify Money / Money Needed 8 Measurement - Time of Day 9 Number Line
Decision Point	
B	10 Tell Time 11 Order Numbers 12 Manipulate Math Concepts - Ordinal Numbers 13 Calendar 14 Manipulate Math Concepts - Count/Take Away 15 Manipulate Math Concepts - Quantity
Decision Point	
C	16 Manipulate Math Concepts - Fractions 17 Count Money 18 Manipulate Math Concepts - Place Value 19 Count on Dictation 20 Timed Computation - Addition Facts 21 Timed Computation - Subtraction Facts 22 Mixed Computation - Addition and Subtraction

NOTE: ERROR RULES APPLY TO ALL TASKS

Decision Points

- Are used only in Practice Tests
- Secure Tests are grade level tests
- Continue past the decision points as your goal is to administer the test completely to become familiar with all the tasks in the test

Decision Point—Reading Example

1. Does the student read some words at school?
   - Yes/No
2. Did the student correctly respond to at least half of the items in Section A?
   - Yes/No

If the answer to BOTH Questions 1 and 2 is "**No**"
- **STOP TESTING AFTER TASK 6**

If the answer to ONE or BOTH Questions 1 and 2 is "**Yes**"
- **CONTINUE TESTING** Proceed to Section B and administer Tasks 7 -10

Decision Points in Secure Tests

- The 3 consecutive error rule (in three tasks) is the decision point in the secure tests
- Student would then move to the Expanded Levels of Support test items
- AA Manual explains these Administration Rules

Alaska Alternate Assessment from the Teacher's Perspective

Overview of what is involved in giving Reading, Writing, Mathematics and Science assessments

Handout *QA Description*

What is involved in giving Reading, Writing, Mathematics, and Science Alternate Assessment?

Qualify	Prepare	Administer	Enter Data	Get Report
				

Qualify-This is the first step

- Become a Qualified Assessor
- Complete Online Training
- Give all Practice Assessments
- Obtain a Certificate
- Mentor changes status online

Checklist for *Qualified Assessors*

- ❑ Complete training
- ❑ Sign Test Security Agreement
- ❑ Attain proficiency via online modules
- ❑ Review student materials & scoring protocols
- ❑ Administer Practice Tests
- ❑ Submit Scoring Protocols for review and approval
- ❑ Receive feedback & additional training if needed
- ❑ Obtain *Qualified Assessor* certificate
- ❑ Status changed in online system

Discussion & Questions

Thank you!

Training Qualified Assessors to Identify Eligible Students, Administer, Score, Enter Data

For the Alaska Alternate Assessment for Students with Significant Cognitive Disabilities

To Qualify

- Become a Qualified Assessor
- Complete Online Training
- Give a Practice Assessment
- Obtain a Certificate from a Qualified Mentor Trainer

2

Qualifications

- You should have already completed the required qualifications to move from an Assessor-in-Training (AIT) to a Qualified Assessor at this time.

Checklist for *Qualified Assessors*

- ❑ Sign Test Security Agreement
- ❑ Complete training
- ❑ Attain proficiency via online modules
- ❑ Review student materials & scoring protocols
- ❑ Administer Practice Tests
- ❑ Submit Scoring Protocols for review and approval to QT (or DRA if mentor-in-training)
- ❑ Receive feedback & additional training if needed
- ❑ Obtain *Qualified Assessor* certificate

Duties of Qualified Assessor

- Follow test security, sign agreement
- Download and prepare test materials (scoring protocols and student materials) 2-3 weeks before test window opens
- Enter student caseload into online system
- Administer all assessments to eligible students
- Administer Science to grades 4, 8, 10 only
- Enter scores into online system during test window
- Take online survey to provide feedback

Qualified Assessors

- Make sure you receive a Qualified Assessor Certificate from your district AA Mentor
- Make sure your status has been changed in the online assessment system
- Allow enough time to give assessments to students on your caseload
- Use Alaska Student IDs, students full names (no nicknames), correct birthdates

Returning Qualified Assessors

- Hold a *Qualified Assessor* Certificate
- Refresh online proficiency to maintain access to online system
- Sign Test Security Agreements annually and file with DTC

Putting it All Together

1. Prepare

2. Administer

3. Enter Data

4. View Report

Prepare-Before the test window opens

Obtain and Review Scoring Protocols and Student Materials.

Adapt materials as needed for individual student.

Prepare: Before the test window opens

- Identify all eligible students for Alternate
- Be familiar with the AA manual and administration rules
- Follow test security, sign agreement
- Download and prepare test materials (scoring protocols and student materials) 2-3 weeks before test window opens
- Adapt materials as necessary for your students
- Keep test materials in secure locked area

Administer – during the test window

- Administer AK AA: Reading, Writing, Mathematics, and Science Assessment to eligible students &
- Record student response scores onto the scoring protocol

Administer Alternate Assessments

- Enter student caseload into online system
- Be familiar with and follow Administration Rules in AA Manual
- Administer all assessments (reading, writing, math, and science) to all eligible students
- Administer Science to grades 4, 8, 10 only
- Allow sufficient time to administer, score, and enter student information into online system

Enter Data-before the test window closes

- Transfer student scores into the online data entry system at www.ak.k12test.com

Enter Data

- Enter student caseload into online system before due date
- Enter scores into online system during test window
- Use Alaska Student IDs, students full names (no nicknames), correct birthdates
- Take online survey to provide feedback

Get Report –Unofficial Student Report

- Obtain an Individual Student Report with the student's results the same day you enter the data.

Get 2nd Report –Official Student Report

- In June District Test Coordinator receives from Secure Reporting Site and a mailed copy from EED

Get Guide to Test Interpretation

- For Parents
- For Educators
- From EED's AA website

What's been driving the change in instruction and assessment?

Legal Requirements and Historical Perspectives

1

Purpose of this section

- To explain the legal and historical background that has led to the development of alternate assessments based on alternate academic achievement standards

2

Please hold this thought while we go through this section…..

- "It could be argued with a good deal of persuasiveness that when one looks over the history of man the most distinguishing characteristic of his development is the degree to which man has underestimated the potentialities of men." Seymour Sarason (Christmas in Purgatory, 1965, p. 107)

Alaska State Law: Duties of the department. Sec. 14.07.020.

(a) The department shall
(1) exercise general supervision over the public schools of the state except the University of Alaska;
(b) In implementing its duties under (a)(2) of this section, the department shall develop
(1) performance standards in reading, writing, and mathematics to be met at designated age levels by each student in public schools in the state; and
(2) a comprehensive system of student assessments, composed of multiple indicators of proficiency in reading, writing, and mathematics; this comprehensive system must
(A) be made available to all districts and regional educational attendance areas;
The board shall adopt regulations that are necessary to carry out the provisions of this title. All regulations shall be adopted under AS 44.62 (Administrative Procedure Act).

Regulations: Statewide student assessment system 4 AAC 06.710.

The commissioner shall develop a statewide student assessment system composed of multiple indicators, which must include

(1) a standardized norm referenced test, selected by the commissioner, to measure student achievement in reading, language arts, and mathematics in grades five and seven;

(2) a standards-based test to measure student attainment of the performance standards adopted by reference in 4 AAC 04.150;

(3) a state high school graduation qualifying examination selected by the commissioner under 4 AAC 06.755;

(4) an alternate assessment under 4 AAC 06.775(b) ; and

(5) biannual participation in national assessment of educational progress in mathematics and reading in grades four and eight.

Brown vs. Board of Education, 1954

"In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education."

Establishing the principle that all children have an equal right to educational access.

Before 1975….

- Educational needs of SWD not met
- More than ½ of SWD did not receive appropriate educational services
- 1,000,000 children with disabilities excluded from the public school system

In 1975, Public Law 94-142 The Education for All Handicapped Children Act

- Enacted after several landmark court cases that established in law the right to education for all handicapped children
- But implementation of the law was impeded by low expectations for SWD
- And impeded by schools not using proven methods of teaching and learning for SWD

Therefore, Congress determined that….

- SWD would receive a better education by holding high expectations for their learning.
- SWD would receive a better education by providing access to the general curriculum.

IDEA 1997: Individuals with Disabilities Education Act

- Focus on Accountability
- Students with Disabilities are to be involved in and make progress in the general education curriculum
  - IEP Goals to provide access to State content standards
- States must develop guidelines for participation in an alternate assessment for those students who cannot participate in state and district-wide assessments

IDEA 2004

- The IEP must include:
- A statement of the child's present levels of academic achievement and functional performance; including, for children who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives; and
- A statement of measurable annual goals, including both academic and functional goals….

NCLB: No Child Left Behind

- Adequate Yearly Progress (AYP)
- Proficiency and Participation Rates
- Assessment on academic grade level content
- Reading and Math for all sub-groups including students with disabilities
- Science assessments in 2007-2008
- Technical Quality for all assessments

Alaska State Law
4 AAC 06.820. Participation

(b) A school or district may not systematically exclude students from assessment.

(c) Students who are eligible to take the alternate assessment under 4 AAC 06.775(b) will be included in calculating the participation rate under (a) of this section, even if more than one percent of the students in a district or the state public school system take the alternate assessment, if the students are

(1) in a grade in which the alternate assessment is offered; and

(2) enrolled on the first day of testing.

Alaska Regulations

- A convenient place to locate AK regulations:
- http://www.eed.state.ak.us/tls/assessment/general/MapofRegulations.doc
- Scroll down to Regulations, select Applicable Regulations
- Table of all education-related Statutes (AS) and Regulations (AAC)

Map of Regulations

http://www.eed.state.ak.us/tls/assessment/general/MapofRegulations.doc


Map of Regulations

Table of Contents

Note: If link does not take you to the correct regulation or does not work properly, please call (907) 465-8436 or (907) 465-8434 to notify us of the problem.

1. Standards
   a. Content Standards
   b. Performance Standards
   c. English Language Proficiency Standards
   d. Alternate Performance Standards for Students with Significant Cognitive Disabilities
2. High School Graduation
   a. High School Graduation Requirements
   b. History Graduation Requirements
   c. Determination of School Age
   d. Alternative Completion Requirements, Students with Disabilities
3. Other Educational Institutes
   a. Charter Schools
   b. Correspondence Schools
      i. Counting of Correspondence and Part-Time Public School Students
      ii. Correspondence Schools and AYP
   c. Home School
4. Assessments
   a. Assessments Status
   b. Statewide Student Assessment
   c. High School Graduation Qualifying Examination (HSGQE)
      i. Reexamination
      ii. Results
   d. Alternate Assessment
   e. Alternative Assessment
   f. Limited English Proficient (LEP)

How did we get here?

As the law changes, so has the curricular focus

(The following series of slides are courtesy of the National Alternate Assessment Center)

Changing Curricular Context for Students with the most Significant Disabilities

- **Early 1970s**
  - Adapting infant/early childhood curriculum for students with the most significant disabilities of all ages
- **1980s**
  - Rejected "developmental model"
  - Functional, life skills curriculum emerged
- **1990s**
  - Also: social inclusion focus
  - Also: self determination focus
  - Assistive technology
- **2000**
  - General curriculum access (academic content)
  - Plus earlier priorities (functional, social, self determination)
  - Digitally accessible materials

Historical Look-- Developmental Curriculum (1970s)

- What it looked like…
  - Visually track object
  - Find partially hidden object (object permanence)
  - Put peg in pegboard
  - Wash hands and use the toilet
  - Motor imitation ("Pat your head")
- Why rejected…
  - Not chronologically age appropriate
  - Not functional (i.e., did not promote skills of daily living)
  - Readiness- never ready
  - Students did not follow the developmental sequence
  - "Criterion of ultimate functioning" in community- teach what student needs for life
  - "Least dangerous assumption"- assume competence

Community-Referenced Instruction Era (1980-1990)

- First options for adults with severe disabilities to live and work in the community
- Curriculum based on what is needed to live and work in the community
- "Ecological inventory"- assesses the environment to identify needed skills
- Chronologically age appropriate; also called "top down" curriculum
- Applied behavior analysis foundation for systematic instruction methods widely supported in research

Functional, Community-Referenced Curriculum (1980's)

- What it looks like…
  - Task analysis of 10 steps to place an order at Burger King
    - (Go to counter…place order…etc.)
  - Repeated trials of counting out $5.00
  - Repeated trials of reading sight words: "hamburger", "fries"
- Current status…
  - Continues to be valued and promoted in texts in Severe Disabilities
  - Some critics suggest that it promotes separate curriculum; atypical school experience
  - Most educators blend functional with academic

Social Justice Perspective Influences Curriculum (1990's)

- Inclusion in general education as a civil right
  - Neighborhood school, general education class, "belonging"/full membership
  - Activities to promote social inclusion/teach social interaction
- Self determination
  - Emphasis on student making own choices; person-centered planning
- Provide support for inclusion versus expecting student to earn inclusion by learning "prerequisite" skills

Inclusion/Self Determination Added to Functional Curriculum (1990's)

- What it looks like
  - Choose restaurant; choose order
  - Greet peer in English class
  - Self instruction to perform job task
  - Pass item to peer in cooperative learning activity
  - Use switch to make choice or activate a device
- Current status
  - Some states' alternate assessments include quality indicators related to inclusion, self determination factored into student score
  - General curriculum access as a "right"; versus earning it with progression of skills

General Curriculum Access (2000)

- Not just access to general education settings; but access to CONTENT and expectation for learning
  - Even students in separate settings have this expectation per IDEA and NCLB
- Assessing progress on state standards
- Teaching grade level academic content with expectations for alternate achievements

General Curriculum Access (2000)

- What it looks like…
  - Same/ similar materials and activities as peers in general education
  - Indicate comprehension of main idea of story by selecting picture
  - Use technology to solve math problem; chart data
  - "We're learning how to do it better each day"
- Current status…
  - New for most educators; including experts in the field
  - Many students receiving academic instruction for the first time
  - Some educators worry about loss of focus on functional curriculum; see it as either/or

What Is New in Current Curricular Context…

- All students having the opportunity to learn academic content
- Sequential versus catalog approach to curriculum
- Availability of assistive technology and digitally accessible materials
- Less complex performances of grade level achievement standards
- But high expectations are creating success stories

Alaska Alternate Assessment

- Has developed Extended Grade Level Expectations (ExGLES) in Reading, Writing, Mathematics and Science
- ExGLES are linked/aligned to the content of the Grade Level Expectations (GLEs)
- ExGLES have reduced complexity and reduced breadth of coverage
- ExGLEs are academic expectations

ExGLEs

- Purpose is to guide instruction
- Purpose is to guide the development of test items for the Alternate Assessment
- Does not replace functional life skills curriculum
- But it is required that students be provided access to the general education curriculum

Proficiency Descriptors

- Purpose is to describe the expectations of what a student should know and be able to do at their grade level in a specific content area
- Alaska has 4 proficiency descriptors for both the general education assessment: Standards Based Assessment and for the alternate assessment: Alaska Alternate Assessment

Proficiency Descriptors

- Advanced
- Proficient
- Below Proficient
- Far Below Proficient
- The content experts and special educators who developed the proficiency descriptors for Alternate decided to keep the same descriptors used in for general education

Section 4

Content Standards

- **Extended Grade Level Expectations**
  - **Reading**
  - **Writing**
  - **Mathematics**
  - **Science**
- **Proficiency Level Descriptors**
- **Cut Scores**

Alaska

Extended Grade Level Expectations

For Students with Significant Cognitive Disabilities

Version 2
October 2008
Department of Education & Early Development
State of Alaska

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Table of Contents

Introduction to Extended Grade Level Expectations

The purpose of this document is to provide additional background information regarding the test development process for the new Alternate Assessment.

The Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB) require that students with disabilities must be provided access to the general education content standards and curriculum. The Extended Grade Level Expectations (ExGLEs) consist of foundational skills that are clearly linked to the general education content. The content is reduced in complexity to provide entry points to the Grade Level Expectations (GLEs) while still providing challenging academic expectations for students with significant cognitive disabilities. The ExGLEs also provide a blueprint for the development of alternate assessment test items.

The ExGLEs also provide guidance to teachers in developing and aligning curriculum and instruction. Grade level materials and content may be adapted in an age and grade- appropriate manner for students with cognitive disabilities.

Response Methods

There are a wide variety of communication methods used by students who are eligible to take the alternate assessment. The ExGLEs use the terms read and write, but it is understand that IEP teams determine the response methods, and may include, but are not limited to the following: speech, large print, Braille, augmentative communications, sign language, touch and/object cues, computer access, pictures, vocal responses (cries, utterances, etc.), written responses (handwritten, computer generated, etc.), eye gaze, body movements, tactile symbols, calculators, keyboards and adapted keyboards.

Variety of Presentation Modes

A variety of presentation modes are allowed. Presentation modes may include, but are not limited to: speech, print, large print, sign language, touch and object cues, tactile symbols, Braille, computer with voice output, individualized phrases to elicit eye gaze or other body responses, and pictures.

Reading Performance Standards (Extended Grade Level Expectations) For Grades 3-10

Some Extended GLEs repeated with no changes across grade levels are marked with asterisks. This indicates the Extended GLE assumes a variety of text and increasing complexity to indicate the growth in the Extended GLE.

Each Extended GLE includes a bolded statement called the "stem." Each stem is the same or similar across the grades for a given Extended GLE and is meant to communicate the main curriculum and instructional focus of the Extended GLE across the grades.

The first row of each table includes a heading that refers to the content standard, and the second row includes a heading that refers to the performance standard. (The content standard is a broad statement of what students should know; the performance standards state what students should know and be able to do at ages 5-7, 8-10, 11-14, and 15-18.) The second box includes the complete performance standards.

The number indicates the Performance Standard and the Extended Grade Level Expectation number. Thus [9/10] 4.1-1 represents Performance Standard 4.1, and the first Extended GLE for that Performance Standard for grades 9 and 10.

The student uses strategies to decode or comprehend meaning of words in text.			
R1.1 a. Distinguish, reproduce, and manipulate the sounds in words; b. Use a combination of the following to read and comprehend text: **knowledge of phonics**, alphabet, and alphabetic principle, e.g., recognition of letter shapes, letter names, letter/sound relationships, initial/final consonants, vowels, letter patterns; **pictures and visual cues**; **sight recognition** of high frequency vocabulary words**; word structure**, e.g., root words, prefixes, suffixes, rhyming words; **language structure**, e.g., word order, grammar; **meaning structure**, e.g., prior knowledge and context; **text structure**, e.g., read left to right. E.B.1			
Grades 3/4	**Grades 5/6**	**Grades 7/8**	**Grades 9/10**
The student uses strategies to decode or comprehend meaning of words in text by **[3/4] 1.1, 2.1-1** Identifying signs and symbols **[3/4] 1.1, 2.1-2** Identifying at least 10 letter-sound relationships **[3/4] 1.1, 2.1-3** Blending at least 5 sounds to make words **[3/4] 1.1, 2.1-4** Identifying own name in print **[3/4] 1.1, 2.1-5** Displaying an understanding of print directionality (L)	The student uses strategies to decode or comprehend meaning of words in text by **[5/6] 2.1-1** Identifying or reading simple sight words **[5/6] 2.1-2** Reading simple sentences of 2-3 words	The student uses strategies to decode or comprehend meaning of words in text by **[7/8] 3.1-1** Reading a simple sentence of 4-5, or more, words **[7/8] 3.1-2** Obtaining information using text features including pictures, (illustrations for text), visual cues (e.g., chapter headings, bolded or italicized text) **[7/8] 3.1-3** Identifying or reads words of increasing complexity (e.g., 5 or more letters, or 2 or more syllables)	**The student uses strategies to decode or comprehend meaning of words in text by** **[9/10] 4.1-1** Decodes unfamiliar words using knowledge of letter-sound relationships, phonemic awareness, and word structure (base word, prefix, suffix)
Early Entry Points Demonstrating understanding that pictures/symbols/letters hold meaning Associating symbols, pictures, and letters with a word or idea Looking through reading materials in a purposeful manner Identifying that letters, pictures, symbols are different from objects	**Early Entry Points** Demonstrating understanding that pictures/symbols/letters hold meaning Associating symbols, pictures, and letters with a word or idea Looking through reading materials in a purposeful manner Identifying that letters, pictures, symbols are different from objects	**Early Entry Points** Demonstrating understanding that pictures/symbols/letters hold meaning Associating symbols, pictures, and letters with a word or idea Looking through reading materials in a purposeful manner Identifying that letters, pictures, symbols are different from objects	**Early Entry Points** Demonstrating understanding that pictures/symbols/letters hold meaning Associating symbols, pictures, and letters with a word or idea Looking through reading materials in a purposeful manner Identifying that letters, pictures, symbols are different from objects

Some Extended GLEs have been identified as Local. They are for local assessment and will not be on a state assessment.

Some Extended GLEs have been labeled ID for Item Development. They will not be assessed in the 2008-2009 school year, but items may be developed later to assess these Extended GLEs.

Early Entry Points describe the least complex skills and are prerequisites to the skills being assessed. They provide a range of options at which a student with a disability can access the learning standard.

The Performance Standards for reading have been organized into the following content strands.

For Grade 3

Fluency	Word Identification Skills	Forming a General Understanding	Analysis of Content and Structure
P.S. 1.3 Read text aloud	P.S 1.1 Use structural analysis; read words	P.S. 1.2 Comprehend literal meaning	P.S. 1.7 Identify forms of text
		P.S. 1.4 Retell or restate information	P.S. 1.8 Identify story elements
		P.S. 1.5 Identify main idea	P.S. 1.9 Express own opinions about text
		P.S. 1.6 Follow simple directions	P.S. 1.10 Make connections
			P.S. 1.11 Identify cultural influences

For Grades 4-6

Fluency	Word Identification Skills	Forming a General Understanding	Analysis of Content and Structure
P.S. 2.3 Read text aloud	P.S.2.1 Use structural analysis; determine meaning of unfamiliar words	P.S. 2.2 Infer meaning	P.S. 2.7 Identify forms of text
		P.S. 2.4 Retell or restate information	P.S. 2.8 Define story elements
		P.S. 2.5 Support main idea	P.S. 2.9 Differentiate fact from opinion
		P.S. 2.6 Follow multi-step directions	P.S. 2.10 Identify theme; make connections
			P.S. 2.11 Connect cultural influences

For Grades 7-8

Fluency	Word Identification Skills	Forming a General Understanding	Analysis of Content and Structure
P.S. 3.2 Read text aloud	P.S. 3.1 Read unfamiliar words	P.S. 3.3 Restate or summarize	P.S. 3.6 Identify conventions of forms of text
		P.S. 3.4 Assess support of main idea	P.S. 3.7 Analyze story elements
		P.S. 3.5 Follow multi-step directions	P.S. 3.8 Analyze author's purpose
			P.S. 3.9 Support understanding of theme
			P.S. 3.10 Compare historical/cultural influences

For Grades 9-10

Fluency	Word Identification Skills	Forming a General Understanding	Analysis of Content and Structure
P.S. 3.2 Read text aloud	P.S.4.1 Read unfamiliar words	P.S. 4.2 Summarize information	P.S. 4.5 Analyze conventions of genres
		P.S. 4.3 Support main idea/critique arguments	P.S. 4.6 Analyze story elements
		P.S. 4.4 Follow multi-step directions	P.S. 4.7 Make assertions
			P.S. 4.8 Analyze themes
			P.S. 4.9 Analyze historical/cultural influences

Reading Performance Standards
(Extended Grade Level Expectations)

The student uses strategies to decode or comprehend meaning of words in text.

R1.1 a. Distinguish, reproduce, and manipulate the sounds in words;
b. Use a combination of the following to read and comprehend text: knowledge of phonics, alphabet, and alphabetic principle, e.g., recognition of letter shapes, letter names, letter/sound relationships, initial/final consonants, vowels, letter patterns; pictures and visual cues; sight recognition of high frequency vocabulary words**;** word structure, e.g., root words, prefixes, suffixes, rhyming words; language structure, e.g., word order, grammar; meaning structure, e.g., prior knowledge and context; text structure, e.g., read left to right. E.B.1

R2.1 a. Use a combination of the following to read and comprehend text: knowledge of phonetics, language structure, and semantics; text structures such as illustrations, graphs, and headers; self-monitoring and self-correcting strategies; adjusting reading pace or style based on purpose, task, and type of text.
b. Use knowledge of word families, phonetics, context clues, visual cues, and structural elements to determine meaning of unfamiliar words. E.B.1

R3.1 Apply knowledge of word origins, structure and context clues, and root words, and use dictionaries and glossaries, to determine the meaning of new words and to comprehend text. E.B.1

R4.1 Apply knowledge of syntax, roots, and word origins, and use context clues and reference materials, to determine the meaning of new words and to comprehend text. E.B.1

Grades 3/4	Grades 5/6	Grades 7/8	Grades 9/10
The student uses strategies to decode or comprehend meaning of words in text by **[3/4] 1.1, 2.1-1** Identifying signs and symbols **[3/4] 1.1, 2.1-2** Identifying at least 10 letter-sound relationships **[3/4] 1.1, 2.1-3** Blending at least 5 sounds to make words **[3/4] 1.1, 2.1-4** Identifying own name in print **[3/4] 1.1, 2.1-5** Displaying an understanding of print directionality (L)	**The student uses strategies to decode or comprehend meaning of words in text by** **[5/6] 2.1-1** Identifying or reading simple sight words **[5/6] 2.1-2** Reading simple sentences of 2-3 words	**The student uses strategies to decode or comprehend meaning of words in text by** **[7/8] 3.1-1** Reading a simple sentence of 4-5, or more, words **[7/8] 3.1-2** Obtaining information using text features including pictures, (illustrations for text), visual cues (e.g., chapter headings, bolded or italicized text) **[7/8] 3.1-3** Identifying or reading words of increasing complexity (e.g., 5 or more letters, or 2 or more syllables)	**The student uses strategies to decode or comprehend meaning of words in text by** **[9/10] 4.1-1** Decoding unfamiliar words using knowledge of letter-sound relationships, phonemic awareness, and word structure (base word, prefix, suffix)
Early Entry Points Demonstrating understanding that pictures/symbols/letters hold meaning Associating symbols, pictures, and letters with a word or idea Looking through reading materials in a purposeful manner Identifying that letters, pictures, symbols are different from objects	**Early Entry Points** Demonstrating understanding that pictures/symbols/letters hold meaning Associating symbols, pictures, and letters with a word or idea Looking through reading materials in a purposeful manner Identifying that letters, pictures, symbols are different from objects	**Early Entry Points** Demonstrating understanding that pictures/symbols/letters hold meaning Associating symbols, pictures, and letters with a word or idea Looking through reading materials in a purposeful manner Identifying that letters, pictures, symbols are different from objects	**Early Entry Points** Demonstrating understanding that pictures/symbols/letters hold meaning Associating symbols, pictures, and letters with a word or idea Looking through reading materials in a purposeful manner Identifying that letters, pictures, symbols are different from objects

Reading Performance Standards
(Extended Grade Level Expectations)

The student comprehends literal or inferred meaning from text.			
R1.2 a. Comprehend literal meaning from text. b. Use a variety of strategies to support comprehension; including predicting, questioning, rereading, and monitoring own comprehension. E.B.1 **R2.2** Infer meaning from text. E.B.1			
Grades3/4	**Grades 5/6**	**Grades 7/8**	**Grades 9/10**
The student comprehends literal or inferred meaning from text by **[3/4] 1.2, 2.2-1** Identifying a detail from a story read aloud using pictures, symbols, or words **[3/4] 1.2, 2.2-2** Communicating awareness of need to "reread," "go back," listen, or touch again (L)	**The student comprehends literal or inferred meaning from text by** **[5/6] 2.2-1** Identifying details from a story read aloud using pictures, symbols, or words **[5/6] 2.2-2** Communicating awareness of need to reread to clarify, confirm, or correct (L) **[5/6] 2.2-3** Organizing information while reading (e.g., graphic organizers, sequencing pictures) (L)	**The student comprehends literal or inferred meaning from text by** *This GLE not continued in grades 7-10.*	**The student comprehends literal or inferred meaning from text by** *This GLE not continued in grades 7-10.*
Early Entry Points Demonstrating necessary reading behavior (e.g., prepare for headphones, turn to listen, look at screen or reader) Manipulating materials to preview/skim Demonstrating ability to attend to a story from beginning to end	**Early Entry Points** Demonstrating necessary reading behavior (e.g., prepare for headphones, turn to listen, look at screen or reader) Manipulating materials to preview/skim Demonstrating ability to attend to a story from beginning to end	**Early Entry Points** Demonstrating necessary reading behavior (e.g., prepare for headphones, turn to listen, look at screen or reader) Manipulating materials to preview/skim Demonstrating ability to attend to a story from beginning to end	**Early Entry Points** Demonstrating necessary reading behavior (e.g., prepare for headphones, turn to listen, look at screen or reader) Manipulating materials to preview/skim Demonstrating ability to attend to a story from beginning to end

Reading Performance Standards
(Extended Grade Level Expectations)

The student reads text aloud.			
R1.3 Read texts aloud with expression, demonstrating knowledge of punctuation and other conventions of print. E.B.1 **R2.3** Read texts aloud with rhythm, flow, and expression, demonstrating knowledge of punctuation and other conventions of print. E.B.1 **R3.2** Rehearse and read texts aloud to an audience, in performances such as readers' theater, reading to younger students or peers, or as part of formal presentations including research reports and literature responses. E.B.1			
Grades3/4	**Grades 5/6**	**Grades 7/8**	**Grades 9/10**
The student reads text aloud by **[3/4] 1.3, 2.3-1** Recognizing that print moves left to right across the page and from top to bottom (L) **[3/4] 1.3, 2.3-2** Naming and identifying letters (L)	**The student reads text aloud by** **[5/6] 2.3-1** Blending sounds to make words (L) **[5/6] 2.3-2** Identifying the initial, medial, and final sounds of a word (L) **[5/6] 2.3-3** Identifying that sentences are made up of words separated by spaces (L)	**The student reads text aloud by** **[7/8] 3.2-1** Decoding a series of words/picture symbols/tactile symbols in sequence left to right or top to bottom if appropriate (L) **[7/8] 3.2–2** Reading with a steady rhythm (L)	**The student reads text aloud by** **[9/10] 3.2-1** Reading with a rhythm, flow, and expression (L) **[9/10] 3.2-2** Giving an oral presentation (L)
Early Entry Points Manipulating text (e.g., correct orientation, turning pages, etc.)	**Early Entry Points** Manipulating text (e.g., correct orientation, turning pages, etc.)	**Early Entry Points** Manipulating text (e.g., correct orientation, turning pages, etc.)	**Early Entry Points** Manipulating text (e.g., correct orientation, turning pages, etc.)

Reading Performance Standards
(Extended Grade Level Expectations)

The Student Restates/Summarizes Information.			
R1.4 a. Retell or dramatize a story after reading it. b. Restate information after reading a text. E.B.1 **R2.4** a. Retell stories in correct sequence. b. Restate and summarize information or ideas from a text. E.B.2 **R3.3** Restate and summarize information or ideas from a text and connect new information or ideas to prior knowledge and experience. E.B.3 **R4.2** Summarize information or ideas from a text and make connections between summarized information or sets of ideas and related topics or information. E.B.3			
Grades3/4	**Grades 5/6**	**Grades 7/8**	**Grades 9/10**
The student restates/summarizes information by **[3/4] 1.4, 2.4-1** Identifying beginning of a sequence of events using pictures, symbols, or words (L)	**The student restates/summarizes information by** **[5/6] 2.4-1** Identifying beginning and end of a sequence of events using pictures, symbols, or words	**The student restates/summarizes information by** **[7/8] 3.3-1** Identifies beginning, middle, and end of the sequence of events in the text using pictures, symbols, or words	**The student restates/summarizes information by** **[9/10] 4.2-1** Summarizing text accurately in correct sequence
Early Entry Points Looking at pictures and other visual cues in text for information	**Early Entry Points** Looking at pictures and other visual cues in text for information	**Early Entry Points** Looking at pictures and other visual cues in text for information	**Early Entry Points** Looking at pictures and other visual cues in text for information

Reading Performance Standards
(Extended Grade Level Expectations)

The Student Demonstrates an Understanding of Main Idea.			
R1.5 Identify the main idea of a passage. E.B.1 **R2.5** Locate evidence in the text and from related experiences to support understanding of a main idea. E.D.2 **R3.4** Clarify and connect main ideas and concepts, identify their relationship to other sources and related topics, and provide supporting details. E.B.2 **R4.3** a. Identify and assess the validity, accuracy, and adequacy of evidence that supports an author's main ideas. b. Critique the power, logic, reasonableness, and audience appeal of arguments advanced in public documents. E.D.2			
Grades3/4	**Grades 5/6**	**Grades 7/8**	**Grades 9/10**
The student demonstrates an understanding of main idea by **[3/4] 1.5, 2.5-1** Identifying the general topic of a text (L)	**The student demonstrates an understanding of main idea by** **[5/6] 2.5-1** Identifying the main idea of a passage read aloud **[5/6] 2.5-2** Identifying personal experiences to support understanding of main idea (L)	**The student demonstrates an understanding of main idea by** **[7/8] 3.4-1** Identifying the main idea of a passage **[7/8] 3.4-2** Identifying personal experiences to support understanding of main idea* (L)	**The student demonstrates an understanding of main idea by** **[9/10] 4.3-1** Identifying the main idea of a passage* **[9/10] 4.3-2** Explaining or describing related experiences and events to support understanding of main idea* (L)
Early Entry Points Looking at pictures and other visual cues in text for information	**Early Entry Points** Looking at pictures and other visual cues in text for information	**Early Entry Points** Looking at pictures and other visual cues in text for information	**Early Entry Points** **Looking at pictures and other visual cues in text for information**

*Assumes a variety of text and increasing complexity.

Reading Performance Standards
(Extended Grade Level Expectations)

The Student Follows Written Directions.			
R1.6 Read and follow simple directions to complete a simple task. E.C.2 **R2.6** Read and follow multi-step directions to complete a simple task. E.C.2 **R3.5** Read and follow multi-step directions to complete a task, and identify the sequence prescribed. E.C.2 **R4.4** Read and follow multi-step directions to complete complex tasks. E.C.2			
Grades3/4	**Grades 5/6**	**Grades 7/8**	**Grades 9/10**
The student follows written directions by **[3/4] 1.6, 2.6-1** Following an object cue to go to an activity (L)	**The student follows written directions by** **[5/6] 2.6-1** Following a one-step word or picture direction	**The student follows written directions by** **[7/8] 3.5-1** Following two-step written directions	**The student follows written directions by** **[9/10] 4.4-1** Following multi-step written directions to complete a task (ID)
Early Entry Points Responding to words or signs	**Early Entry Points** Responding to words or signs	**Early Entry Points** Responding to words or signs	**Early Entry Points** Responding to words or signs

Reading Performance Standards
(Extended Grade Level Expectations)

The student analyzes content and structure of genres.

R1.7 Distinguish between common forms of texts (genres): fiction/nonfiction, prose/poetry, short story/drama. E.B.2

R2.7 Explain the characteristics of the following: fiction and non-fiction, prose and poetry, and four major genres of fiction: short story, drama, novel, and poetry. E.B.2

R3.6 Analyze basic rules (conventions) of the four genres of fiction (short story, drama, novel, and poetry) and non-fiction. E.B.2

R4.5 Analyze the rules (conventions) of the four genres of fiction (short story, drama, novel and poetry) and non-fiction and the techniques used in these genres, and evaluate the effects of these conventions and techniques on the audience. E.B.2

Grades3/4	Grades 5/6	Grades 7/8	Grades 9/10
The student analyzes content and structure of genres by **[3/4] 1.7, 2.7-1** Matching text type to purpose (for fun, to learn something) (L) **[3/4] 1.7, 2.7-2** Identifying rhyming words (L)	**The student analyzes content and structure of genres by** **[5/6] 2.7-1** Identifying different types of texts (e.g., fiction/nonfiction) (L) **[5/6] 2.7-2** Identifying rhyme and dialogue (L)	**The student analyzes content and structure of genres by** **[7/8] 3.6-1** Distinguishing between fiction/nonfiction (L) **[7/8] 3.6-2** Identifying rhyme, dialogue, and simile (L)	**The student analyzes content and structure of genres by** **[9/10] 4.5-1** Identifying different genres of fiction (i.e., short story, drama, novel, poetry) and nonfiction (L) **[9/10] 4.5-2** Identifying or using figurative language (e.g., metaphors, similes) and idioms (L)
Early Entry Points Attending to a variety of genres (poetry, fiction, nonfiction, drama) (L)	**Early Entry Points** Attending to a variety of genres (poetry, fiction, nonfiction, drama) (L)	**Early Entry Points** Attending to a variety of genres (poetry, fiction, nonfiction, drama) (L)	**Early Entry Points** Attending to a variety of genres (poetry, fiction, nonfiction, drama) (L)

Reading Performance Standards
(Extended Grade Level Expectations)

The Student Analyzes Literary Elements and Devices			
R1.8 Identify and describe basic plot, main characters, and setting (time and place) in fiction E.B.2 **R2.8** a. Define and identify plots, settings, and characters in fiction. b. Compare and contrast plots, settings and characters in a variety of works by a variety of authors **R3.7** Analyze and evaluate narrative elements including plot, character, setting, and point of view to determine their importance to the story. E.B.2 **R4.6** Analyze and evaluate how authors use narrative elements and tone in fiction for specific purposes. E.B.2			
Grades3/4	**Grades 5/6**	**Grades 7/8**	**Grades 9/10**
The student analyzes literary elements and devices by **[3/4] 1.8, 2.8-1** Identifying that stories have characters (L)	**The student analyzes literary elements and devices by** **[5/6] 2.8-1** Identifying main character from a passage read aloud **[5/6] 2.8-2** Identifying or describing the setting	**The student analyzes literary elements and devices by** **[7/8] 3.7-1** Identifying or describing characters (e.g., physical traits, personality, motivation, feelings) **[7/8] 3.7-2** Identifying or describing the setting **[7/8] 3.7-3** Identifying or describing plot (e.g., conflict/problem, sequence of events, resolutions)	**The student analyzes literary elements and devices by** **[9/10] 4.6-1** Identifying or describing characters (e.g., physical traits, personality, motivation, feelings)* **[9/10] 4.6-2** Identifying or describing the setting* **[9/10] 4.6-3** Identifying or describing plot (e.g., conflict/problem, sequence of events, resolutions, predictions)
Early Entry Points Listening/attending to works of fiction read aloud	**Early Entry Points** Listening/attending to works of fiction read aloud	**Early Entry Points** Listening/attending to works of fiction read aloud	**Early Entry Points** Listening/attending to works of fiction read aloud

* Assumes a variety of text and increasing complexity.

Reading Performance Standards
(Extended Grade Level Expectations)

The Student Analyzes Content of Text to Differentiate Fact and Opinion.

R1.9 Express own opinions about texts E.D.1

R2.9 a. Differentiate between fact and opinion. b. Express opinions about a text and support these opinions with textual evidence.E.D.2

R3.8 a. Differentiate between fact and opinion in text.
b. Analyze an author's purpose and offer a critical opinion of the effectiveness of the text in meeting that purpose. E.D.2

R4.7 Express and support assertions, with evidence from the text or experience, about the effectiveness of a text. E.D.4

Grades3/4	Grades 5/6	Grades 7/8	Grades 9/10
The student analyzes content of text to differentiate fact and opinion by **[3/4] 1.9, 2.9-1** Stating if liked or disliked story (L) **[3/4] 1.9, 2.9-2** Identifying something specific about story that was liked or disliked (L)	**The student analyzes content of text to differentiate fact and opinion by** **[5/6] 2.9-1** Identifying difference between fact and opinion **[5/6] 2.9-2** Expressing opinion about text (L)	**The student analyzes content of text to differentiate fact and opinion by** **[7/8] 3.8-1** Distinguishing fact from opinion in text **[7/8] 3.8-2** Expressing opinion about a text with supporting evidence from text (L)	**The student analyzes content of text to differentiate fact and opinion by** **[9/10] 4.7-1** Distinguishing fact from opinion in text* **[9/10] 4.7-2** Expressing opinion about a text with supporting evidence from text* (L)
Early Entry Points Communicating preferred mode for accessing literacy materials (e.g., listen on tape, view on screen, listen to reader/peer, touch tactile story) Selecting literary choice	**Early Entry Points** Communicating preferred mode for accessing literacy materials (e.g., listen on tape, view on screen, listen to reader/peer, touch tactile story) Selecting literary choice	**Early Entry Points** Communicating preferred mode for accessing literacy materials (e.g., listen on tape, view on screen, listen to reader/peer, touch tactile story) Selecting literary choice	**Early Entry Points** Communicating preferred mode for accessing literacy materials (e.g., listen on tape, view on screen, listen to reader/peer, touch tactile story) Selecting literary choice

* Assumes a variety of text and increasing complexity.

Reading Performance Standards
(Extended Grade Level Expectations)

The Student Connects Themes.			
R1.10 Make connections between a text and personal experiences, experiences of others, or other texts, and locate details in the text to illustrate these connections. E.B.3 **R2.10** Identify themes in texts and connect them to personal experiences, experiences of others, and other texts. E.B.3 **R3.9** Connect themes to personal experiences, experiences of others, and other texts, and locate evidence from texts to support or illustrate these connections. E.B.3 **R4.8** Analyze and evaluate themes across a variety of texts, using textual and experiential evidence. E.B.3			
Grades3/4	**Grades 5/6**	**Grades 7/8**	**Grades 9/10**
The student connects themes by **[3/4] 1.10, 2.10-1** Identifying the lesson learned in a story when it is directly stated (L) **[3/4] 1.10, 2.10-2** Identifying a personal experience related to topic of text (e.g., matching illustrations with connections to self—family members, school) (L)	**The student connects themes by** **[5/6] 2.10-1** Identifying the lesson learned in a story (L) **[5/6] 2.10-2** Relating character's experiences to own experiences (L)	**The student connects themes by** **[7/8] 3.9-1** Identifying the lesson learned in a story* (L) **[7/8] 3.9-2** Identifying connections to personal experiences, experiences of others or other texts* (L)	**The student connects themes by** **[9/10] 4.8-1** Identifying the theme of a passage **[9/10] 4.8-2** Identifying connections to personal experiences, experiences of others or other texts* (L)
Early Entry Points Indicating that some stories (e.g., folktales, fables) teach lessons Identifying the feelings related to experiences in text	**Early Entry Points** Indicating that some stories (e.g., folktales, fables) teach lessons Identifying the feelings related to experiences in text	**Early Entry Points** Indicating that some stories (e.g., folktales, fables) teach lessons Identifying the feelings related to experiences in text	**Early Entry Points** Indicating that some stories (e.g., folktales, fables) teach lessons Identifying the feelings related to experiences in text

*Assumes a variety of text and increasing complexity.

Reading Performance Standards
(Extended Grade Level Expectations)

The Student Makes Connections between cultural influences/events.			
R1.11 Identify basic cultural influences in texts. E.E.1 **R2.11** Connect cultural events, ideas, settings, and influences from one text to similar texts from other cultures. E.E.1 **R3.10** Compare and contrast how texts reflect historical and cultural influences. E.E.1 **R4.9 A**nalyze the effects of cultural and historical influences on texts. E.E.1			
Grades3/4	**Grades 5/6**	**Grades 7/8**	**Grades 9/10**
The student makes connections between cultural influences/events by **[3/4] 1.11, 2.11-1** Selecting pictures, objects, or text related to culture represented in text (L)	**The student makes connections between cultural influences/events by** **[5/6] 2.11-1** Identifying basic cultural influences in texts (e.g., clothes, customs) (L)	**The student makes connections between cultural influences/events by** **[7/8] 3.10-1** Identifying cultural influences in texts (e.g., similarities and differences between people—clothes, customs, traditions) (L)	**The student makes connections between cultural influences/events by** **[9/10] 4.9-1** Identifying cultural influences in texts (e.g., clothes, customs, traditions, dialects, geography) (L) **[9/10] 4.9-2** Identifying common events or situations in multicultural readings (L)
Early Entry Points Recognizing that a story can be about different cultures and traditions	**Early Entry Points** Recognizing that a story can be about different cultures and traditions	**Early Entry Points** Recognizing that a story can be about different cultures and traditions	**Early Entry Points** Recognizing that a story can be about different cultures and traditions

The Performance Standards for writing have been organized into the following content strands.

For Grade 3

Write Using a Variety of Forms	Structures and Conventions of Writing	Revise	Cite Sources	Use Resources
P.S. 1.1 Write about a Topic	P.S 1.3 Use a Variety of Simple Sentence Structures/Proofread	P.S. 1.4 Revise Writing/Provide Peer Feedback	P.S. 1.5 List sources	
P.S. 1.2 Writes for a Specific Audience				

For Grades 4-6

Write Using a Variety of Forms	Structures and Conventions of Writing	Revise	Cite Sources	Use Resources
P.S. 2.1 Writes Two Paragraphs on a Topic	P.S.2.3 Use a Variety of Sentences/Proofread	P.S. 2.4 Revise Writing/Provide Peer Feedback	P.S. 2.5 Give credit	P.S. 2.6 Use resources
P.S. 2.2 Uses a Variety of Forms				

For Grades 7-8

Write Using a Variety of Forms	Structures and Conventions of Writing	Revise	Cite Sources	Use Resources
P.S. 3.1 Write a Composition	P.S 3.3 Use Conventions	P.S. 3.4 Revise	P.S. 3.5 Document Sources	P.S. 3.6 Use Word Processing
P.S. 3.2 Use a Variety of Forms				

For Grades 9-10

Write Using a Variety of Forms	Structures and Conventions of Writing	Revise	Cite Sources	Use Resources
P.S. 4.1 Write a composition	P.S.4.3 Use Conventions	P.S. 4.4 Revise	P.S. 4.5 Cite Sources	P.S. 3.6 Use Word Processing
P.S. 4.2 Use a Variety of Forms				

Writing Performance Standards
(Extended Grade Level Expectations)

The student writes about a topic.			
W1.1 a. Write complete sentences with a subject and a predicate. E.A.1 b. Write a paragraph with a topic sentence and supporting details. E.A.2 c. Write short stories or compositions with a beginning, middle, and end. E.A.4 **W2.1** Write a well organized two-paragraph composition that addresses a single topic. E.A.1 **W3.1** Write a coherent composition that includes a thesis statement, supporting evidence, and a conclusion. E.A.1 **W4.1** Write a coherent composition with a thesis statement that is supported with evidence, well-developed paragraphs, transitions, and a conclusion. E.A.1			
Grades 3/4	**Grades 5/6**	**Grades 7/8**	**Grades 9/10**
The student writes about a topic by **[3/4] 1.1, 2.1-1** Writing upper and lower case letters **[3/4] 1.1, 2.1-2** Writing own first name **[3/4] 1.1, 2.1-3** Orienting graphics in legible format (right-side up, left to right)	**The student writes about a topic by** **[5/6] 2.1-1** Writing simple sight words (using mostly consonants with a few vowels)* **[5/6] 2.1-2** Writing own name, first and last	**The student writes about a topic by** **[7/8] 3.1-1** Writing complete sentences	**The student writes about a topic by** **[9/10] 4.1-1** Writing a variety of simple sentences that support a topic
Early Entry Points Using intentional movement to produce graphic representation (e.g., make marks on page, arrange picture/symbols, hit keys) Tracing/copying upper and/or lower case letters Writing simple strokes that form letters or producing letters (e.g., using keyboard)	**Early Entry Points** Using intentional movement to produce graphic representation (e.g., make marks on page, arrange picture/symbols, hit keys) Tracing/copying upper and/or lower case letters Writing simple strokes that form letters or producing letters (e.g., using keyboard)	**Early Entry Points** Using intentional movement to produce graphic representation (e.g., make marks on page, arrange picture/symbols, hit keys) Tracing/copying upper and/or lower case letters Writing simple strokes that form letters or producing letters (e.g., using keyboard)	**Early Entry Points** Using intentional movement to produce graphic representation (e.g., make marks on page, arrange picture/symbols, hit keys) Tracing/copying upper and/or lower case letters Writing simple strokes that form letters or producing letters (e.g., using keyboard)

*This extended GLE has been changed from Version 1 of the Extended GLEs.

Writing Performance Standards

(Extended Grade Level Expectations)

Student writes for a variety of purposes and audiences.

W1.2 Write for a specific audience, including self, other children, parents, and other adults. E.A.4

W2.2 Use a variety of fiction and non-fiction forms when writing for different audiences. E.A.4

W3.2 Select and use appropriate forms of fiction and non-fiction to achieve different purposes when writing for different audiences. E.A.4

W4.2 Demonstrate understanding of elements of discourse (purpose, speaker, audience, form) when completing expressive (creative, narrative, descriptive), persuasive, research-based, informational, or analytic writing assignments. E.A.4

Grades 3/4	Grades 5/6	Grades 7/8	Grades 9/10
The student writes for a variety of purposes and audiences by **[3/4] 1.2, 2.2-1** Matching and sequencing objects, symbols, drawings, or pictures to tell a story or provide information (ID)	**The student writes for a variety of purposes and audiences by** **[5/6] 2.2-1** Communicating ideas to others by producing a graphic product (story/event) using pictures and/or symbols	**The student writes for a variety of purposes and audiences by** **[7/8] 3.2-1** Communicating ideas by producing a graphic product using words	**The student writes for a variety of purposes and audiences by** **[9/10] 4.2-1** Communicating ideas by producing a graphic product in different forms for different audiences for a variety of purposes that clearly communicates a message
Early Entry Points Selecting an object, picture, or drawing associated with an event from personal experience Matching objects, symbols, drawings, or pictures with actions and/or events to tell a story	**Early Entry Points** Selecting an object, picture, or drawing associated with an event from personal experience Matching objects, symbols, drawings, or pictures with actions and/or events to tell a story	**Early Entry Points** Selecting an object, picture, or drawing associated with an event from personal experience Matching objects, symbols, drawings, or pictures with actions and/or events to tell a story	**Early Entry Points** Selecting an object, picture, or drawing associated with an event from personal experience Matching objects, symbols, drawings, or pictures with actions and/or events to tell a story

Writing Performance Standards
(Extended Grade Level Expectations)

The student writes and edits using conventions of Standard English.

W1.3 a. Use a variety of simple sentence structures, and basic rules of punctuation and capitalization in written work. E.A.2
b. Proofread writing for legibility, spelling, capitalization, and punctuation when producing final drafts. E.A.5

W2.3 a. Use a variety of simple and complex sentence structures in written work.
b. Proofread and correct grammar, sentence structure, paragraph structure, punctuation, capitalization, spelling, and usage in finished written work. E.A.5

W3.3 Use the conventions of standard English including grammar, sentence structure, paragraph structure, punctuation, spelling, and usage in written work. E.A.2

W4.3 Use the conventions of standard English independently and consistently including grammar, sentence structure, paragraph structure, punctuation, spelling, and usage. E.A.2

Grades 3/4	Grades 5/6	Grades 7/8	Grades 9/10
The student writes and edits using conventions of Standard English by **[3/4] 1.3, 2.3-1** Identifying difference between uppercase and lower case letters (L) **[3/4] 1.3, 2.3-2** Using correct capitalization of own name (L)	**The student writes and edits using conventions of Standard English by** **[5/6] 2.3-1** Using some conventions of writing (e.g., consistent use of capitalization and end mark punctuation, spacing/alignment, left to right)	**The student writes and edits using conventions of Standard English by** **[7/8] 3.3-1** Using conventions of writing (e.g., capitalization, appropriate spacing, use of periods, and correct orientation of written letters and/or other graphics)	**The student writes and edits using conventions of Standard English by** **[9/10] 4.3-1** Identifying and/or correcting simple errors in capitalization, punctuation, and spelling
Early Entry Points Identifying materials needed for writing (e.g., pencil, name stamp, etc.)	**Early Entry Points** Identifying materials needed for writing (e.g., pencil, name stamp, etc.)	**Early Entry Points** Identifying materials needed for writing (e.g., pencil, name stamp, etc.)	**Early Entry Points** Identifying materials needed for writing (e.g., pencil, name stamp, etc.)

Writing Performance Standards
(Extended Grade Level Expectations)

The student revises writing.

W1.4 a. Revise writing for detail and clarity. E.A.5
b. Provide appropriate feedback to peers about written work. E.A.8

W2.4 a. Revise writing to improve the logical progression of ideas and supporting information. E.A.5
b. Revise own and others' work and provide appropriate feedback to peers based upon established criteria, to improve quality and effectiveness of writing. E.A.8

W3.4 a. Revise writing to improve organization, word choice, paragraph development, and voice appropriate to the purpose. E.A.5
b. Form and explain own standards or judgments of quality writing. E.A.8

W4.4 Revise writing to improve style, word choice, sentence variety, and subtlety of meaning in relation to the purpose and audience. E.A.5

Grades 3/4	Grades 5/6	Grades 7/8	Grades 9/10
The student revises writing by **[3/4] 1.4, 2.4-1** Selecting the best or most appropriate object, picture, or drawing associated with an event from personal experience (L)	**The student revises writing by** **[5/6] 2.4-1** Selecting the best or most appropriate object, picture, or drawing associated with an event from personal experience (L)	**The student revises writing by** **[7/8] 3.4-1** Selecting the best or most appropriate objects, symbols, drawings, or pictures to tell a story (ID) **[7/8] 3.4-2** Giving/receiving appropriate feedback about written work (L)	**The student revises writing by** **[9/10] 4.4-1** Choosing appropriate word choice related to the topic **[9/10] 4.4-2** Giving/receiving appropriate feedback about written work (L) **[9/10] 4.4-3** Communicating personal opinion about product (L) **[9/10] 4.4-4** Sequencing sentences to put them in correct order*

*This is a new Extended GLE that has been added to Version 2 of the Extended GLEs.

Writing Performance Standards
(Extended Grade Level Expectations)

The student documents sources.
W1.5 List titles and authors of books and other materials when used as references in written work. E.D.3
W2.5 Give credit for others' ideas, images, and information by citing information about sources, including title and author. E.D.3
W3.5 List and document sources using a given format. E.D.3
W4.5 Cite sources of information using a standard method of documentation. E.D.3
The student uses resources.
W2.6 Use resources such as computers, word processing software, dictionaries and thesauruses to make choices when writing. E.A.7
W3.6 Compose and edit a composition with a word processing program. E.A.7

Not assessed at the state level.

N=Numeration
MEA=Measurement
E&C=Estimation and Computation
F&R=Functions and Relationships
G=Geometry
S&P=Statistics and Probability
PS=Process Skills (The Process Skills include Problem-Solving, Communication, Reasoning, and Connections.)

NOTE: All the Extended GLEs for Process Skills are for local assessment.

Math Performance Standards
(Extended Grade Level Expectations)

Content Standard A: Mathematical facts, concepts, principles, and theories
Numeration: Understand and use numeration

Numeration Performance Standards that apply to grade 3: M1.1.1 Read, write, order, count, and model one-to-one correspondence with whole numbers to100. **M1.1.2** Use, model, and identify place value positions of 1's, 10's, and 100's. **M1.1.3** Model and explain the processes of addition and subtraction, describing the relationship between the operations. **M1.1.4** Select and use various representations of ordinal and cardinal numbers. **M1.1.5** Identify, model, and label simple fractions, describing and defining them as equal parts of a whole, a region, or a set. **M1.1.6** Identify, describe, and extend patterns inherent in the number system. Skip count by 2's, 5's, and 10's. Add and subtract by 10. Identify even and odd numbers. **M1.1.7** Demonstrate the commutative and identity properties of addition.

Numeration Performance Standards that apply to grades 4-6: M1.2.1 Read, write, model, order, and count with positive whole numbers to 1,000,000 and negative whole numbers. **M1.2.2** Use, model, and identify place value positions from 0.001 to 1,000,000. **M1.2.3** Model and explain the processes of multiplication and division. Describe the relationships among the four basic operations. **M1.2.4** Identify and describe different uses for the same numerical representation. **M1.2.5** Model and explain the process of adding and subtracting fractions with common denominators and decimals that represent money. **M1.2.6** Identify and describe factors and multiples including those factors and multiples common to a pair or set of numbers. **M1.2.7** Demonstrate the commutative and identity properties of multiplication.

Numeration Performance Standards that apply to grades 7-8: M1.3.1 Read, write, model, and order real numbers, explaining scientific notation, exponents, and percents. **M1.3.2** Model counting in a different base system. **M1.3.3** Translate between equivalent representations of the same number. Select a representation that is appropriate for the situation. **M1.3.4** Describe and model the relationship of fractions to decimals, percents, ratios, and proportions. **M1.3.5** Use, explain, and define the rules of divisibility, prime and composite numbers, multiples, and order of operations. **M1.3.6** Use commutative, identity, associative, and distributive properties with variables.

Numeration Performance Standards that apply to grades 9-10: M1.4.1 Read, write, model, order, and define real numbers and subsets. **M1.4.2** Add in a different base system**. M1.4.3** Compare and contrast the relationship between various applications of the same operation. **M1.4.4** Translate between equivalent representations of the same exponential expression. **M1.4.5** Recognize, describe, and use properties of the real number system.

Grades 3/4	Grades 5/6	Grades 7/8	Grades 9/10
Understanding Numbers			
The student demonstrates conceptual understanding • **Of whole numbers by** **[3/4] N-1** Rote counting single digit numbers to 5 **[3/4] N-2** Copying numbers **[3/4] N-3** Identifying first and last	**The student demonstrates conceptual understanding** • **Of whole numbers by** **[5/6] N-1** Rote counting single digit numbers to 12 (e.g., counting using a number line) **[5/6] N-2** Reading and writing/reproducing single digit numbers **[5/6] N-3** Identifying first, second, and last **[5/6] N-4** Counting objects to 5	**The student demonstrates conceptual understanding** • **Of whole numbers by** **[7/8] N-1** Counting to 20 or above **[7/8] N-2** Reading and writing two digit numbers **[7/8] N-3** Identifying place value of ones and tens (ID) **[7/8] N-4** Identifying first, second, third, fourth, and last • **Of simple fractions** **[7/8] N-5** Identifying whole and ½	**The student demonstrates conceptual understanding** • **Of whole numbers by** **[9/10] N-1** Identifying place value of hundreds. **[9/10] N-2** Ordering numbers from smallest to largest • **Of simple fractions** **[9/10] N-3** Identifying whole, ½, ¼, ¾

Math Performance Standards
(Extended Grade Level Expectations)

Grades 3/4	Grades 5/6	Grades 7/8	Grades 9/10
Understanding Meaning of Operations			
The student demonstrates understanding of mathematical operations by **[3/4] N-4** Demonstrating that objects represent a quantity (L)	**The student demonstrates understanding of mathematical operations by** **[5/6] N-5** Demonstrating some and none (L)	**The student demonstrates understanding of mathematical operations by** **[7/8] N-6** Using manipulatives to demonstrate the inverse relationship between subtraction and addition (L)	**The student demonstrates understanding of mathematical operations by** **[9/10] N-4** Using models, explanations, number lines or real-life situations describing or illustrating the processes of multiplication (L)
Number Theory			
No Extended GLEs at this grade level.	**The student demonstrates conceptual understanding of number theory by** **[5/6] N-6** Using manipulatives to demonstrate the commutative property of addition (L) **[5/6] N-7** Using manipulatives to demonstrate the identity property of addition (L)	**The student demonstrates conceptual understanding of number theory by** **[7/8] N-7** Identifying or using patterns in the number system by skip counting by 5's and 10's	**The student demonstrates conceptual understanding of number theory by** **[9/10] N-5** Describing or illustrating commutative or identity properties of addition or multiplication using manipulatives (L)
Early Entry Points • **Of whole numbers by** Demonstrating the concept of one (e.g., hit the switch one time, give me one, etc.) • **Of simple fractions** Identifying that whole is the sum of parts (e.g., identifying objects as whole or not whole)	**Early Entry Points** • **Of whole numbers by** Demonstrating the concept of one (e.g., hit the switch one time, give me one, etc.) • **Of simple fractions** Identifying that whole is the sum of parts (e.g., identifying objects as whole or not whole)	**Early Entry Points** • **Of whole numbers by** Demonstrating the concept of one (e.g., hit the switch one time, give me one, etc.) • **Of simple fractions** Identifying that whole is the sum of parts (e.g., identifying objects as whole or not whole)	**Early Entry Points** • **Of whole numbers by** Demonstrating the concept of one (e.g., hit the switch one time, give me one, etc.) • **Of simple fractions** Identifying that whole is the sum of parts (e.g., identifying objects as whole or not whole)

Math Performance Standards
(Extended Grade Level Expectations)

Content Standard A: Mathematical facts, concepts, principles, and theories
Measurement: Select and use systems, units, and tools of measurement

Measurement Performance Standards that apply to grade 3: M2.1.1 Compare and order objects by various measurable attributes including calendar, temperature, length, weight, capacity, area, and volume. **M2.1.2** Compare objects to standard and non-standard units to identify objects that are greater than, less than, and equal to, a given unit . **M2.1.3** Choose a unit of measure, estimate the length or weight of objects and then measure to check for reasonableness. **M2.1.4** Tell time to the nearest half hour, distinguishing between morning, afternoon, and evening**. M2.1.5** Identify coins, their value, and the value of given sets of coins**.**

Measurement Performance Standards that apply to grades 4-6: M2.2.1 Estimate and measure weights, lengths, and temperatures to the nearest unit using the metric and standard systems. M2.2.2 Identify and use equivalent measurements (e.g., 60 minutes = 1 hour, 7 days = 1 week). **M2.2.3** Use a variety of measuring tools; describe the attribute(s) they measure. **M2.2.4** Estimate and measure the dimensions of geometric figures. **M2.2.5** Tell time using analog and digital clocks identifying AM and PM; find elapsed time. **M2.2.6** Read, write, and use money notation, determining possible combinations of coins and bills to equal given amounts; count back change for any given situation.

Measurement Performance Standards that apply to grades 7-8: M2.3.1 Estimate and measure various dimensions to a specified degree of accuracy. **M2.3.2** Estimate and convert measurements within the same system. **M2.3.3** Use a variety of methods and tools to construct and compare plane figures. **M2.3.4** Describe and apply the relationships between dimensions of geometric figures to solve problems using indirect measurement; describe and apply the concepts of rate and scale. **M2.3.5** Apply information about time zones and elapsed time to solve problems.

Measurement Performance Standards that apply to grades 9-10: M2.4.1 Evaluate measurements for accuracy, precision, and error with respect to the measuring tools, methods, and the computational process. **M2.4.2** Estimate and convert measurements between different systems. **M2.4.3** Apply various measurement systems to describe situations and solve problems. **M2.4.4** Use indirect methods, including the Pythagorean Theorem and right triangle trigonometry, to find missing dimensions.

Grades 3/4	Grades 5/6	Grades 7/8	Grades 9/10
Measurable Attributes		**Measurable Attributes and Measurement Techniques**	
The student demonstrates an understanding of measurable attributes by **[3/4] MEA-1** Identifying tools associated with measurement of time (e.g., calendars, clocks), temperature (thermometer), length (e.g., ruler), weight (e.g., scale), and capacity (e.g., teaspoon) (L)	**The student demonstrates an understanding of measurable attributes by** **[5/6] MEA-1** Identifying same, bigger/smaller, shorter/taller, and/or more **[5/6] MEA-2** Identifying coins (penny, nickel, dime, and quarter)	**The student demonstrates an understanding of measurable attributes and ability to use measurement techniques by** **[7/8] MEA-1** Identifying units of measurement (calendar, money, time (morning, day, night), [linear, or distance) **[7/8] MEA-2** Identifying value of a combination of coins **[7/8] MEA-3** Identifying paper currency (1, 5, 10, 20)	**The student demonstrates an understanding of measurable attributes and ability to use measurement techniques by** **[9/10] MEA-1** Using and applying basic units of measurement (calendar, money, time, [measurement, temperature, distance, or volume) **[9/10] MEA-2** Using different coins or bills to show equivalent amounts
Early Entry Points Distinguish a coin from other objects as something of value Identifying that coins and bills can be exchanged for merchandise/goods/ services Begin to gain awareness of concepts of length, volume/capacity, weight, area, and time	**Early Entry Points** Distinguish a coin from other objects as something of value Identifying that coins and bills can be exchanged for merchandise/goods/ services Begin to gain awareness of concepts of length, volume/capacity, weight, area, and time	**Early Entry Points** Distinguish a coin from other objects as something of value Identifying that coins and bills can be exchanged for merchandise/goods/ services Begin to gain awareness of concepts of length, volume/capacity, weight, area, and time	**Early Entry Points** Distinguish a coin from other objects as something of value Identifying that coins and bills can be exchanged for merchandise/goods/ services Begin to gain awareness of concepts of length, volume/capacity, weight, area, and time

Math Performance Standards
(Extended Grade Level Expectations)

Content Standard A: Mathematical facts, concepts, principles, and theories.
Estimation and Computation: Perform basic arithmetic functions, make reasoned estimates, and select and use appropriate methods or tools

Estimation and Computation Performance Standards that apply to grade 3: M3.1.1 Make reasonable estimates of "how many" and "how much"; estimate the results of simple addition and subtraction problems. **M3.1.2** Recall and use basic addition and subtraction facts orally and with paper and pencil without a calculator. **M3.1.3** Add and subtract whole numbers to 100 using a variety of models and algorithms. **M3.1.4** Model multiplication as repeated addition and grouping objects; model division as "sharing equally" and grouping objects.

Estimation and Computation Performance Standards that apply to grades 4-6: M3.2.1 Describe and use a variety of estimation strategies including rounding to the appropriate place value, multiplying by powers of 10, and using front-end estimation to check the reasonableness of solutions. **M3.2.2** Recall and use basic multiplication and division facts orally, with paper and pencil without a calculator. **M3.2.3** Add and subtract whole numbers and fractions with common denominators to 12 and decimals, including money amounts, using models and algorithms. **M3.2.4** Multiply and divide multi-digit whole numbers by 2-digit numbers, limiting the 2-digit divisors to those that end in 0; multiply and divide decimals that represent money by whole numbers. **M3.2.5** Find equivalent fractions. Convert between fractions and mixed numbers. **M3.2.6** Develop and interpret scales and scale models.

Estimation and Computation Performance Standards that apply to grades 7-8: M3.3.1 Apply, explain, and assess the appropriateness of a variety of estimation strategies including truncating and rounding to compatible numbers. **M3.3.2** Apply basic operations efficiently and accurately, using estimation to check the reasonableness of results. **M3.3.3** Add and subtract fractions, decimals, and percents. **M3.3.4** Multiply and divide rational numbers in various forms including fractions, decimals, and percents. **M3.3.5** Convert between equivalent fractions, decimals, percents, and proportions. Convert from exact to decimal representations of irrational numbers. **M3.3.6** Solve problems using ratios and proportions.

Estimation and Computation Performance Standards that apply to grades 9-10: **M3.4.1** Use estimation to solve problems and to check the accuracy of solutions; state whether the estimation is greater or less than the exact answer. **M3.4.2** Add and subtract real numbers using scientific notation, powers, and roots. **M3.4.3** Multiply and divide real numbers in various forms including scientific notation, powers, and roots. **M3.4.4** Select, convert, and apply an equivalent representation of a number for a specified situation. **M3.4.5** Use ratios and proportions to model and solve fraction and percent problems with variables.

Grades 3/4	Grades 5/6	Grades 7/8	Grades 9/10
Estimation			
The student determines reasonable answers to real-life situations, paper/pencil computations, or calculator results by **[3/4] E&C-1** Identifying more or less with two broadly different options (L)	**The student determines reasonable answers to real-life situations, paper/pencil computations, or calculator results by** **[5/6] E&C-1** Comparing groupings of similar objects using quantitative labels (more, less, a lot, a little, same) (L)	**The student determines reasonable answers to real-life situations, paper/pencil computations, or calculator results by** **[7/8] E&C-1** Determining which number is closer to the amount in a given set (L)	**The student determines reasonable answers to real-life situations, paper/pencil computations, or calculator results by** **[9/10] E&C-1** Rounding numbers to the nearest 10
Computation			
The student accurately solves problems (including real-world situations) by **[3/4] E&C- 2** Adding and subtracting up to three using manipulatives (L)	The student accurately solves problems (including real-world situations) by **[5/6] E&C-2** Performing simple addition (numbers 1-5)	The student accurately solves problems (including real-world situations) by **[7/8] E&C-2** Performing double-digit addition and subtraction without regrouping	The student accurately solves problems (including real-world situations) by **[9/10] E&C-2** Performs double-digit addition and subtraction with regrouping. **[9/10] E&C-3** Multiplies single digit by single digit numbers
Early Entry Points Using manipulatives to demonstrate adding (put together) and subtracting (take away)	**Early Entry Points** Using manipulatives to demonstrate adding (put together) and subtracting (take away)	**Early Entry Points** Using manipulatives to demonstrate adding (put together) and subtracting (take away)	**Early Entry Points** Using manipulatives to demonstrate adding (put together) and subtracting (take away)

Math Performance Standards
(Extended Grade Level Expectations)

Content Standard A: Mathematical facts, concepts, principles, and theories
Functions and Relationships: Represent, analyze, and use patterns, relations, and functions

Functions and Relationships Performance Standards that apply to grade 3: M4.1.1 Recognize, describe, create, and extend repeating and increasing patterns with a variety of materials including symbols, objects, and manipulatives. **M4.1.2** Generate and solve simple functions by identifying and applying addition and subtraction patterns. **M4.1.3** Use a calculator to find and extend patterns in the number system. **M4.1.4** Complete open space sentences with missing numbers; use appropriate vocabulary including greater than, less than, and equal to; and use the correct symbols.

Functions and Relationships Performance Standards that apply to grades 4-6: M4.2.1 Use patterns and their extensions to make predictions and solve problems; describe patterns found in the number system including those formed by multiples, factors, perfect squares, and powers of 10. **M4.2.2** Generate and solve simple functions by identifying and applying multiplication and division patterns. **M4.2.3** Use a calculator to find a missing item in a number sequence. **M4.2.4** Use words, lists, and tables to represent and analyze patterns. **M4.2.5** Explain the purpose of variables and use them in open sentences to express relationships and describe simple functions.

Functions and Relationships Performance Standards that apply to grades 7-8: M4.3.1 Identify numeric and geometric patterns to find the next term and predict the nth term. **M4.3.2** Identify and describe how a change in one variable in a function affects the remaining variables (e.g.,, how changing the length affects the area and volume of a rectangular prism). **M4.3.3** Use a calculator to find a missing item in arithmetic and a geometric sequence; predict the graph of each function. **M4.3.4** Translate among and use tables of ordered pairs, graphs on coordinate planes, and linear equations as tools to represent and analyze patterns. **M4.3.5** Find the value of a variable by evaluating formulas and algebraic expressions for given values.

Functions and Relationships Performance Standards that apply to grades 9-10: M4.4.1 Identify, graph, and describe the graphs of basic families of functions including linear, absolute value, quadratic, and exponential using a graphing calculator. **M4.4.2** Create and solve linear and quadratic equations and inequalities. **M4.4.3** Create and solve simple systems of equations, algebraically and graphically, using a graphing calculator. **M4.4.4** Use discrete structures, such as networks, matrices, sequences, and iterations as tools to analyze patterns, expressions, and equations. **M4.4.5** Add, subtract, multiply, divide, and simplify rational expressions; add, subtract, and multiply polynomials.

Grades 3/4	Grades 5/6	Grades 7/8	Grades 9/10
Describing Patterns and Functions			
The student demonstrates conceptual understanding of functions by **[3/4] F&R-1** Identifying the pattern of activities for a familiar schedule (L) **[3/4] F&R-2** Identifying attributes of objects as same or different	**The student demonstrates conceptual understanding of functions by** **[5/6] F&R-1** Reproducing simple patterns **[5/6] F&R-2** Identifying and labeling collections of items by attribute (e.g., shapes, size, color) (L)	**The student demonstrates conceptual understanding of functions by** **[7/8] F&R-1** Extending an alternating pattern of two or more objects, shapes, designs, or numbers (e.g., square, circle, square, circle)	**The student demonstrates conceptual understanding of functions by** **[9/10] F&R-1** Extending a growing pattern by supplying the next attribute or number (e.g., 2, 4, 6, ___, ___) **[9/10] F&R-2** Finding and supplying a missing element in a repeating pattern by attribute and numbers (e.g., circle, square, triangle, circle, ____, triangle)
Modeling and Solving Equations and Inequalities			
The student demonstrates algebraic thinking by **[3/4] F&R-3** Identifying that sets contain nothing or one or more items (none and some) (L)	**The student demonstrates algebraic thinking by** **[5/6] F&R-3** Making comparisons between sets (e.g., same, more, less) (L) **[5/6] F&R-4** Demonstrating that objects defined by a shared attribute form a set (L)	**The student demonstrates algebraic thinking by** **[7/8] F&R-2** Labeling an empty set as none or zero **[7/8] F&R-3** Demonstrating an understanding of symbols =, +, -	**The student demonstrates algebraic thinking by** **[9/10] F&R-3** Demonstrating an understanding of symbols =, +, -, (<, > ID) **[9/10] F&R-4** Identifying that a box is used as a place holder (L) **[9/10] F&R-5** Supplying the missing number for open sentences (L)

Math Performance Standards
(Extended Grade Level Expectations)

Grades 3/4	Grades 5/6	Grades 7/8	Grades 9/10
Functions and Relationships			
Early Entry Points Recognizing attributes of objects as a foundation for sorting and classifying, e.g., a green car, a green ball, and a green cup share the attribute of being green; a square block, a square cracker and a square piece of paper share the attribute of being square shaped.	**Early Entry Points** Recognizing attributes of objects as a foundation for sorting and classifying, e.g., a green car, a green ball, and a green cup share the attribute of being green; a square block, a square cracker and a square piece of paper share the attribute of being square shaped.	**Early Entry Points** Recognizing attributes of objects as a foundation for sorting and classifying, e.g., a green car, a green ball, and a green cup share the attribute of being green; a square block, a square cracker and a square piece of paper share the attribute of being square shaped.	**Early Entry Points** Recognizing attributes of objects as a foundation for sorting and classifying, e.g., a green car, a green ball, and a green cup share the attribute of being green; a square block, a square cracker and a square piece of paper share the attribute of being square shaped.

Math Performance Standards
(Extended Grade Level Expectations)

Content Standard A: Mathematical facts, concepts, principles, and theories.
Geometry: Construct, transform, and analyze geometric figures.

Geometry Performance Standards that apply to grade 3: M5.1.1 Identify, sort, describe, model, and compare circles, triangles, and rectangles including squares regardless of orientation. **M5.1.2** Identify, sort, describe, model, and compare solid figures including cubes, cylinders, and spheres. **M5.1.3** Identify and create examples of line symmetry; compare and describe given circles, triangles, and rectangles as larger, smaller, or congruent. **M5.1.4** Demonstrate conservation of area using drawings or manipulatives. **M5.1.5** Describe and identify geometric transformations including slides, flips, and turns. **M5.1.6** Use comparative directional and positional words: above, below, inside, outside, on, in, right and left, horizontal, vertical, and middle. **M5.1.7** Draw and build familiar shapes.

Geometry Performance Standards that apply to grades 4-6: M5.2.1 Identify and compare various triangles and quadrilaterals according to their sides and/or angles. **M5.2.2** Compare and contrast plane and solid figures (e.g.,, circle/sphere, square/cube, triangle/pyramid) using relevant attributes, including the number of vertices, edges, and the number and shape of faces. **M5.2.3** Identify and model geometric figures that are congruent, similar, and/or symmetrical. **M5.2.4** Distinguish between area and perimeter; find both using a variety of methods including rulers, grid paper, and tiles. **M5.2.5** Identify and model transformations of geometric figures, describing the motions as slides, flips, or rotations. **M5.2.6** Locate and describe objects in terms of their position with and without compass directions; identify coordinates for a given point or locate points of given coordinates on a grid. **M5.2.7** Sketch and identify line segments, midpoints, intersections, parallel, and perpendicular lines.

Geometry Performance Standards that apply to grades 7-8: M5.3.1 Identify, classify, compare, and sketch regular and irregular polygons. **M5.3.2** Model, identify, draw, and describe 3-dimensional figures including tetrahedrons, dodecahedrons, triangular prisms, and rectangular prisms. **M5.3.3** Apply the properties of equality and proportionality to solve problems involving congruent or similar shapes. **M5.3.4** Estimate and determine volume and surface areas of solid figures using manipulatives and formulas; estimate and find circumferences and areas of circles. **M5.3.5** Draw and describe the results of transformations including translations (slides), rotations (turns), reflections (flips), and dilations (shrinking or enlarging). **M5.3.6** Use coordinate geometry to represent and interpret relationships defined by equations and formulas including distance and midpoint. **M5.3.7** Draw, measure, and construct geometric figures including perpendicular bisectors, polygons with given dimensions and angles, circles with given dimensions, perpendicular and parallel lines.

Geometry Performance Standards that apply to grades 9-10: M5.4.1 Identify and use the properties of polygons, including interior and exterior angles, and circles (including angles, arcs, chord, secants, and tangents) to solve problems. **M5.4.2** Create 2-dimensional representations of 3-dimensional objects. **M5.4.3** Identify congruent and similar figures using Euclidean and coordinate geometries; apply this information to solve problems. **M5.4.4** Use transformations to demonstrate geometric properties. **M5.4.5** Use coordinate geometry to graph linear equations, determine slopes of lines, identify parallel and perpendicular lines, and to find possible solutions to sets of equations. **M5.4.6** Construct geometric models, transformations, and scale drawings using a variety of methods including paper folding, compass, straight edge, protractor, and technology.

Grades 3/4	Grades 5/6	Grades 7/8	Grades 9/10
Geometric Relationships			
The student demonstrates an understanding of geometric relationships by **[3/4] G-1** Identifying basic geometric shapes (triangle, circle, and square)	**The student demonstrates an understanding of geometric relationships by** **[5/6] G-1** Identifying basic geometric shapes (triangle, circle, square, and rectangle)	**The student demonstrates an understanding of geometric relationships by** **[7/8] G-1** Identifying basic geometric shapes (triangle, circle, square, rectangle, diamond, and oval)	**The student demonstrates an understanding of geometric relationships by** **[9/10] G-1** Identifying or describing attributes of shapes (e.g., points, sides, edges, etc.)
Similarity, Congruence, Symmetry, and Transformation of Shapes			
The student demonstrates conceptual understanding of similarity, congruence, symmetry, or transformation of shapes by **[3/4] G-2** Identifying shapes as same or different	**The student demonstrates conceptual understanding of similarity, congruence, symmetry, or transformation of shapes by** **[5/6] G-2** Matching items with similar attributes (match the triangles)	**The student demonstrates conceptual understanding of similarity, congruence, symmetry, or transformation of shapes by** **7/8] G-2** Matching a shape to a like shape in different position **[7/8] G-3** Forming shapes by putting together other shapes (e.g., two square to form a rectangle) or subdividing shapes to make other shapes (e.g., fold paper in half) (L)	**The student demonstrates conceptual understanding of similarity, congruence, symmetry, or transformation of shapes by** **[9/10] G-2** Comparing or describing triangles, rectangles, and circles as "larger than," "smaller than," or "congruent to" a given shape (ID) **[9/10] G-3** Using manipulatives to turn and flip objects and shapes (L) **[9/10] G-4** Forming a line or lines of symmetry in a two-dimensional shape

Math Performance Standards
(Extended Grade Level Expectations)

Grades 3/4	Grades 5/6	Grades 7/8	Grades 9/10
Perimeter, Area, Volume, and Surface Area			
The student solves problems using perimeter or area by **[3/4] G-3** Identifying that the sides of rectangular shapes (perimeter) can be measured (L)	**The student solves problems using perimeter or area by** **[5/6] G-3** Identifying the perimeter of rectangular shapes	**The student solves problems using perimeter or area by** **[7/8] G-4** Measuring perimeter using nonstandard units	**The student solves problems using perimeter or area by** **[9/10] G-5** Measuring perimeter with the appropriate tools (e.g., ruler) and units (e.g., inches and feet) or determining area of rectangular shapes on grids **[9/10] G-6** Determining area of shapes by covering them with nonstandard units (L)
Position and Direction			
The student demonstrates understanding of position and direction by **[3/4] G-4** Identifying or demonstrating positions of objects such as on, inside, and outside (L)	**The student demonstrates understanding of position and direction by** **[5/6] G-4** Identifying where an object is located relative to another object (in and out)	**The student demonstrates understanding of position and direction by** **[7/8] G-5** Identifying where an object is located relative to another object (in and out, over and under, in front of and beside)	**The student demonstrates understanding of position and direction by** **[9/10] G-7** Using a combination of directional terms (inside, outside, right, left, horizontal, vertical) to describe positions of objects (e.g., upper right-hand corner) (L)
Construction			
The student demonstrates a conceptual understanding of geometric drawings or constructions by **[3/4] G-5** Tracing or matching two-dimensional shapes (L)	**The student demonstrates a conceptual understanding of geometric drawings or constructions by** **[5/6] G-5** Tracing, matching, or drawing two-dimensional shapes (L)	**The student demonstrates a conceptual understanding of geometric drawings or constructions by** **[7/8] G-6** Tracing, matching, or drawing two-dimensional shapes (L)	**The student demonstrates a conceptual understanding of geometric drawings or constructions by** **[9/10] G-8** Drawing real-world objects that consist of geometric shapes (L)
Early Entry Points Using manipulatives of geometric shapes to create awareness of squares, triangles, circles	**Early Entry Points** Using manipulatives of geometric shapes to create awareness of squares, triangles, circles	**Early Entry Points** Using manipulatives of geometric shapes to create awareness of squares, triangles, circles	**Early Entry Points** Using manipulatives of geometric shapes to create awareness of squares, triangles, circles

Math Performance Standards
(Extended Grade Level Expectations)

Content Standard A: Mathematical facts, concepts, principles, and theories
Statistics and Probability: Formulate questions, gather and interpret data, and make predictions

Statistics and Probability Performance Standards that apply to grade 3: M6.1.1 Collect, record, organize, display, and explain the classification of data. **M6.1.2** Describe data from a variety of visual displays including tallies, tables, pictographs, bar graphs, and Venn diagrams. **M6.1.3** Use the terms "maximum" and "minimum" when working with a data set. **M6.1.4** Find and record the possibilities of simple probability experiments; explain differences between chance and certainty, giving examples. **M6.1.5** Conduct a survey and tally the results.

Statistics and Probability Performance Standards that apply to grades 4-6: M6.2.1 Collect, organize, and display data creating a variety of visual displays including tables, charts, and line graphs. **M6.2.2** Present the data using a variety of appropriate representations and explain the meaning of the data. **M6.2.3** Describe and interpret a data set using mean, median, mode, and range. **M6.2.4** Estimate whether a game is mathematically fair or unfair; analyze and present probability data using simple fractions. **M6.2.5** Conduct simple probability experiments using concrete materials and represent the results using fractions and probability.

Statistics and Probability Performance Standards that apply to grades 7-8: M6.3.1 Collect, analyze, and display data in a variety of visual displays including frequency distributions, circle graphs, box and whisker plots, stem and leaf plots, histograms, and scatter plots with and without technology. **M6.3.2** Interpret and analyze information found in newspapers, magazines, and graphical displays. **M6.3.3** Determine and justify a choice of mean, median, or mode as the best representation of data for a practical situation. **M6.3.4** Make projections based on available data and evaluate whether or not inferences can be made given the parameters of the data. **M6.3.5** Use tree diagrams and sample spaces to make predictions about independent events. **M6.3.6** Design and conduct a simulation to study a problem and communicate the results.

Statistics and Probability Performance Standards that apply to grades 9-10: M6.4.1 Analyze and draw inferences from a wide variety of data sources that summarize data; constructing graphical displays with and without technology. **M6.4.2** Determine the line of best fit and use it to predict unknown data values. **M6.4.3** Describe data, selecting measures of central tendencies and distribution, to convey information in the data. **M6.4.4** Analyze the validity of statistical conclusions and the use, misuse, and abuse of data caused by a wide variety of factors including choices of scale, inappropriate choices of measures of center, incorrect curve fitting, and inappropriate uses of controls or sample groups. **M6.4.5** Analyze data from multiple events and predict theoretical probability; find and compare experimental and theoretical probability for a simple situation, discussing possible differences between two results. **M6.4.6** Design, conduct, analyze, and communicate the results of multi-stage probability experiments.

Grades 3/4	Grades 5/6	Grades 7/8	Grades 9/10
Data Display			
The student demonstrates an ability to classify and organize data by **[3/4] S&P-1** Identifying collections within the environment (e.g., books, toys, etc.) (L)	**The student demonstrates an ability to classify and organize data by** **5/6] S&P-1** Sorting objects by different characteristics (e.g., height, food groups, etc.) (L)	**The student demonstrates an ability to classify and organize data by** **[7/8] S&P-1** Creating simple tables, charts or graphs	**The student demonstrates an ability to classify and organize data by** **[9/10] S&P-1** Graphing information about a problem
Analysis and Central Tendency			
The student demonstrates an ability to analyze data (comparing, explaining, interpreting, or justifying conclusions) by **[3/4] S&P-2** Identifying that symbols may be used to represent objects and events (L)	**The student demonstrates an ability to analyze data (comparing, explaining, interpreting, or justifying conclusions) by** [**5/6] S&P-2** Reading simple graphs or charts	**The student demonstrates an ability to analyze data (comparing, explaining, interpreting, or justifying conclusions) by** **[7/8] S&P-2** Identifying which category in a table, chart, or graph has the most or the least	**The student demonstrates an ability to analyze data (comparing, explaining, interpreting, or justifying conclusions) by** **[9/10] S&P-2** Using information from a table, chart, or graph
Probability			
The student demonstrates a conceptual understanding of probability by **[3/4] S&P-3** Performing simple cause-and-effect experiments (e.g., hitting a switch) (L)	**The student demonstrates a conceptual understanding of probability by** **[5/6] S&P-3** Identifying the likely outcome for a simple cause-and-effect relationship (e.g., what will happen when the switch is hit) (L)	**The student demonstrates a conceptual understanding of probability by** **[7/8] S&P-3** Predicting outcome of chance events (e.g., rolling dice, tossing a coin) (L)	**The student demonstrates a conceptual understanding of probability by** **[9/10] S&P-3** Predicting and recording outcomes of chance events (e.g., rolling dice, tossing a coin) (L)

Math Performance Standards
(Extended Grade Level Expectations)

Statistics and Probability			
Early Entry Points	**Early Entry Points**	**Early Entry Points**	**Early Entry Points**
Predicting the next event in a given routine. Identifying events that are likely (the light comes on when a switch is flipped) Identify events that are unlikely (snowfall in July)	Predicting the next event in a given routine. Identifying events that are likely (the light comes on when a switch is flipped) Identify events that are unlikely (snowfall in July)	Predicting the next event in a given routine. Identifying events that are likely (the light comes on when a switch is flipped) Identify events that are unlikely (snowfall in July)	Predicting the next event in a given routine. Identifying events that are likely (the light comes on when a switch is flipped) Identify events that are unlikely (snowfall in July)

Math Performance Standards
(Extended Grade Level Expectations)

Content Standards B, C, D, and E: Process skills and abilities

Applying conceptual knowledge and skills as designated in all strands of Content Standard A by problem solving, communicating, reasoning, and making connections

Problem-Solving Performance Standards that apply to grade 3: M7.1.1 Formulate problems from practical and mathematical activities. **M7.1.2** Develop and apply strategies including guess and check, modeling and acting out, drawings, and extending patterns to solve a variety of problems. **M7.1.3** Predict an answer before solving a problem and compare results to check for reasonableness.

Problem-Solving Performance Standards that apply to grades 4-6: M7.2.1 Read and summarize a problem, using mathematical terms and symbols. **M7.2.2** Select and apply a variety of strategies including making a table, chart or list, drawing pictures, making a model, and comparing with previous experience to solve problems. **M7.2.3** Explain and verify results of the original problem and apply what was learned to new situations.

Problem-Solving Performance Standards that apply to grades 7-8: M7.3.1 Analyze and summarize a problem using the relationships between the known facts and unknown information. **M7.3.2** Select, modify, and apply a variety of problem-solving strategies including graphing, inductive and deductive reasoning, Venn diagrams, and spreadsheets. **M7.3.3** Evaluate, interpret, and justify solutions to problems.

Problem-Solving Performance Standards that apply to grades 9-10: M7.4.1 Recognize and formulate mathematical problems from within and outside the field of mathematics. **M7.4.2** Apply multi-step, integrated, mathematical problem-solving strategies, persisting until a solution is found or it is clear no solution exits. **M7.4.3** Verify the answer by using an alternative strategy.

Problem Solving: Understand and be able to select and use a variety of problem-solving strategies

Grade 3/4	Grade 5/6	Grade 7/8	Grade 9/10
The student demonstrates an ability to problem solve by **[3/4] PS-1** Using concrete representations to solve problem (e.g., manipulatives) (L)	**The student demonstrates an ability to problem solve by** **[5/6] PS-1** Using concrete representations to solve problem (e.g., manipulatives) (L) **[5/6] PS-2** Determining/selecting correct operation to solve problem (L) **[5/6] PS-3** Identifying tool to solve problem (L)	**The student demonstrates an ability to problem solve by** **[7/8] PS-1** Using concrete representations to solve problem (e.g., manipulatives) (L) **[7/8] PS-2** Determining/selecting correct operation to solve problem (L) **[7/8] PS-3** Identifying tool to solve problem (L) **[7/8] PS-4** Employing strategy to solve problem (L)	**The student demonstrates an ability to problem solve by** **[9/10] PS-1** Using concrete representations to solve problem (e.g., manipulatives) (L) **[9/10] PS-2** Determining/selecting correct operation to solve problem (L) **[9/10] PS-3** Identifying tool to solve problem (L) **[9/10] PS-4** Employing strategy to solve problem (L)

Math Performance Standards
(Extended Grade Level Expectations)

Communication Performance Standards that apply to grade 3: M8.1.1 Translate problems from everyday language into math language and symbols. **M8.1.2** Use manipulatives, models, pictures, and language to represent and communicate mathematical ideas. **M8.1.3** Use everyday language to explain thinking about problem solving strategies and solutions to problems.

Communication Performance Standards that apply to grades 4-6: M8.2.1 Use the mathematical vocabulary appropriate to the problem. **M8.2.2** Represent mathematical and practical situations using concrete, pictorial, and symbolic representation. **M8.2.3** Organize and communicate mathematical problem solving strategies and solutions to problems.

Communication Performance Standards that apply to grades 7-8: M8.3.1 Use math vocabulary, symbols, and notation to represent information in the problem. **M8.3.2** Represent a problem numerically, graphically, and symbolically; translate among these alternative representations. **M8.3.3** Use appropriate vocabulary, symbols, and technology to explain, justify, and defend mathematical solutions.]

Communication Performance Standards that apply to grades 9-10: M8.4.1 Use appropriate technology to represent the information and ideas in a problem. **M8.4.2** Use numerical, graphic, and symbolic representations to support oral and written communication about math ideas. **M8.4.3** Explain, justify, and defend mathematical ideas, solutions, and methods to various audiences.

Communication: Form and use appropriate methods to define and explain mathematical relationships

Grade 3/4	Grade 5/6	Grade 7/8	Grade 9/10
The student communicates his or her mathematical thinking by	**The student communicates his or her mathematical thinking by**	**The student communicates his or her mathematical thinking by**	**The student communicates his or her mathematical thinking by**
[3/4] PS-2 Communicating procedure used to solve problems	**[5/6] PS-4** Communicating procedure used to solve problems	**[7/8] PS-5** Communicating procedure used to solve problems	**[9/10] PS-5** Communicating procedure used to solve problems

Reasoning Performance Standards that apply to grade 3: M9.1.1 Draw conclusions about mathematical problems. **M9.1.2** Find examples that support or refute mathematical statements. **M9.1.3** Explain why a prediction, estimation, or solution is reasonable.

Reasoning Performance Standards that apply to grades 4-6: M9.2.1 Draw logical conclusions about mathematical situations. **M9.2.2** Given a rule or generalization, determine whether the example fits. **M9.2.3** Justify answers and mathematical strategies as reasonable.

Reasoning Performance Standards that apply to grades 7-8: M9.3.1 Use informal deductive and inductive reasoning in both concrete and abstract contexts. **M9.3.2** State counterexamples to disprove statements. **M9.3.3** Justify and defend the validity of mathematical strategies and solutions using examples and counterexamples.

Reasoning Performance Standards that apply to grades 9-10: M9.4.1 Follow and evaluate an argument, judging its validity using inductive or deductive reasoning and logic. **M9.4.2** Make and test conjectures. **M9.4.3** Use methods of proofs including direct, indirect, and counterexamples, to validate conjectures.

Reasoning: Use logic and reason to solve mathematical problems

Grade 3/4	Grade 5/6	Grade 7/8	Grade 9/10
The student demonstrates an ability to use logic and reason by	**The student demonstrates an ability to use logic and reason by**	**The student demonstrates an ability to use logic and reason by**	**The student demonstrates an ability to use logic and reason by**
[3/4] PS-3 Determining if results make sense	**[5/6] PS-5** Determining if results make sense	**[7/8] PS-6** Determining if results make sense	**[9/10] PS-6** Determining if results make sense

Math Performance Standards
(Extended Grade Level Expectations)

Connections Performance Standards that apply to grade 3: M10.1.1 Apply mathematical skills and processes to literature. **M10.1.2** Apply mathematical skills and processes to situations with self and family.

Connections Performance Standards that apply to grades 4-6: M10.2.1 Apply mathematical processes to social studies. **M10.2.2** Apply mathematical skills and processes to situations with friends and school.

Connections Performance Standards that apply to grades 7-8: M10.3.1 Apply mathematical skills and processes to science and humanities. **M10.3.2** Apply mathematical skills and processes to situations with peers and community.

Connections Performance Standards that apply to grades 9-10: M10.4.1 Apply mathematical skills and processes to global issues. **M10.4.2** Describe how mathematics can be used in knowing how to prepare for careers.

Connections: Apply mathematical concepts and processes to situations within and outside of school.

Grade 3/4	Grade 5/6	Grade 7/8	Grade 9/10
The student understands and applies mathematical skills and processes across the content strands by	**The student understands and applies mathematical skills and processes across the content strands by**	**The student understands and applies mathematical skills and processes across the content strands by**	**The student understands and applies mathematical skills and processes across the content strands by**
[3/4] PS-4 Using real-world contexts such as literature, self, and family	**[5/6] PS-6** Using real-world contexts such as literature, self, and family	**[7/8] PS-7** Using real-world contexts such as literature, self, and family	**[9/10] PS-7** Using real-world contexts such as literature, self, and family

Organization of Science Extended Grade Level Expectations

There are 7 science strands with sub-strands which are the same across all grade levels.
The strand notation of SA for example indicates: S for Science, A for Content Standard A. In strand SB, the S stands for Science, the B stands for Content Standard B, and so on through Strand G.

Grades 3-10

Content Standard	Strand	Sub-Strands
A1 Science as Inquiry and Process	**SA**-Understand the processes and applications of scientific inquiry.	**SA1** – Investigate problems, design and conduct repeatable scientific investigations, defend scientific arguments. **SA2** – Scientific processes require integrity, logical reasoning, skepticism, openness, communication, peer review. **SA3** – Understand culture, local knowledge, history, interaction with the environment, local applications provide opportunity for understanding scientific concepts and global issues.

Grades 3-10

Content Standard	Strand	Sub-Strands
B1-Concepts of Physical Science	**SB**-Understand the concepts, models, theories, universal principles, and facts that explain the physical world.	**SB1**-Understand the concepts, models, theories, universal principles, and facts that explain the physical world. **SB2**-Understand the characteristic properties of matter and the relationship of these properties to their structure and behavior. **SB3**-Understand the interactions between matter and energy, including physical, chemical, and nuclear changes, and the effects of these interactions on physical systems. **SB4**-Understand motions, forces, their characteristics, and relationships, and natural forces and their effects.

Grades 3-10

Content Standard	Strand	Sub-Strands
C1-Concepts of Physical Science	**SC**-Understand the concepts, models, theories, facts, evidence, systems, and processes of life science.	**SC1**-Understand how science explains changes in life forms over time, including genetics, heredity, the process of natural selections, and biological evolution. **SC2**-Understand the structure, function, behavior, development, life, cycles, and diversity of living organisms. **SC3**-Understand that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy.

Grades 3-10

Content Standard	Strand	Sub-Strands
D1-Concepts of Earth Science	**SD**- Understand the concepts, processes, theories, models, theories, evidence, and systems of earth and space sciences.	**SD1**- Understand Earth's geochemical cycles. **SD2**-Understand the origins, ongoing processes, and forces that shape the structure, composition, and physical history of the Earth. **SD3**-Understand the cyclical changes controlled by energy from the sun and by Earth's position and motion in our solar system. **SD4**-Understand the theories regarding the evolution of the universe.

Grades 3-10

Content Standard	Strand	Sub-Strands
E1-Science and Technology	**SE**-Understand the relationships among science, technology, and science.	**SE1**-Understand how scientific knowledge and technology are used in making decisions about issues, innovations, and responses to problems and everyday events. **SE2**-Understand that solving problems involves different ways of thinking, perspectives, and curiosity that lead to the exploration of multiple paths that are analyzed using scientific, technological, and social merits. **SE3**-Understand how scientific discoveries and technological innovations affect and are affected by our lives and cultures.

Grades 3-10

Content Standard	Strand	Sub-Strands
F1-Cultural, Social, Personal Perspectives, and Science	**SF**-Understand the dynamic relationships among scientific, cultural, social, and personal perspectives.	**SF1**-Understand interrelationships among individuals, cultures, societies, science, and technology. **SF2**-Understand that some individuals, cultures, and societies use other beliefs and methods in addition to scientific methods to describe and understand the world. **SF3**-Understand the importance of recording and validating cultural knowledge.

Grades 3-10

Content Standard	Strand	Sub-Strands
G1-History and Nature of Science	**SG**-Understand the history and nature of science.	**SG1**-Understand historical perspectives of scientific explanations demonstrate that scientific knowledge changes over time, building on prior knowledge. **SG2**-Understand that the advancement of scientific knowledge embraces innovation and requires empirical evidence, repeatable investigations, logical arguments, and critical review in striving for the best possible explanations of the natural world. **SG3**-Understand that scientific knowledge is ongoing and subject to change as new evidence becomes available through experimental and/or observational confirmation(s). **SG4**-Understand that advancements in science depend on curiosity, creativity, imagination, and a broad knowledge base.

SCIENCE Extended Grade Level Expectations (Assessed in grades 4, 8, and 10)

A1-Science as Inquiry and Process

SA Students develop an understanding of the processes and applications of scientific inquiry.

SA1 Students develop an understanding of the processes of science used to investigate problems, design and conduct repeatable scientific investigations, and defend scientific arguments.

SA2 Students develop an understanding that the processes of science require integrity, logical reasoning, skepticism, openness, communication, and peer review.

SA3 Students develop an understanding that culture, local knowledge, history, and interaction with the environment contribute to the development of scientific knowledge, and local applications provide opportunity for understanding scientific concepts and global issues.

Gr. 3/4	Gr. 5/6	Gr. 7/8	Gr. 9/10
The student demonstrates understanding of the processes of science by • **[3/4] SA1.1** Attending to a task in order to make an observation (L) **The student demonstrates an understanding of the attitudes and approaches to scientific inquiry by** • **[3/4] SA2.1** Asking questions about what can be observed (e.g., are days shorter in winter) (L) **The student demonstrates an understanding that interactions with the environment provide an opportunity for understanding scientific concepts by** • **[3/4] SA31.1** Indicating differences in local environmental conditions (e.g., hot/cold, wet/dry, light/dark, large/small, loud/quiet) (L)	**The student demonstrates understanding of the processes of science by** • **[5/6] SA1.1** Providing descriptive information about what is seen/heard/felt (L) **The student demonstrates an understanding of the attitudes and approaches to scientific inquiry by** • **[5/6] SA2.1** Asking questions to gain information (e.g., are leaves on a tree all the same shape) (L) **The student demonstrates an understanding that interactions with the environment provide an opportunity for understanding scientific concepts by** • **[5/6] SA3.1** Observing features in the local environment (e.g., weather, land formations, commonly found animals) (L)	**The student demonstrates understanding of the processes of science by** • **[7/8] SA1.1** Recording observations (L) **The student demonstrates an understanding of the attitudes and approaches to scientific inquiry by** • **[7/8] SA2.1** Asking questions that demonstrate understanding of cause-and-effect (L) **The student demonstrates an understanding that interactions with the environment provide an opportunity for understanding scientific concepts by** • **[7/8] SA3.1** Identifying self as interacting with the local environment (L)	**The student demonstrates understanding of the processes of science by** • **[9/10] SA1.1** Recording, describing, and classifying observations (L) **The student demonstrates an understanding of the attitudes and approaches to scientific inquiry by** • **[9/10] SA2.1** Responding appropriately to questions based on observation/information (L) **The student demonstrates an understanding that interactions with the environment provide an opportunity for understanding scientific concepts by** • **[9/10] SA3.1** Observing what plants and /or animals live in the local environment (L)
Early Entry Points Demonstrating the ability to investigate by looking at, touch, hearing, or smelling things in the environment	**Early Entry Points** Demonstrating the ability to investigate by looking at, touch, hearing, or smelling things in the environment	**Early Entry Points** Demonstrating the ability to investigate by looking at, touch, hearing, or smelling things in the environment	**Early Entry Points** Demonstrating the ability to investigate by looking at, touch, hearing, or smelling things in the environment

SCIENCE Extended Grade Level Expectations (Assessed in grades 4, 8, and 10)

B1-Concepts of Physical Science

SB Students develop an understanding of the concepts, models, theories, universal principles, and facts that explain the physical world.

SB1 Students develop an understanding of the characteristic properties of matter and the relationship of these properties to their structure and behavior.

SB2 Students develop an understanding that energy appears in different forms, can be transformed from one form to another, can be transferred or moved from one place or system to another, may be unavailable for use, and is ultimately conserved.

SB3 Students develop an understanding of the interactions between matter and energy, including physical, chemical, and nuclear changes, and the effects of these interactions on physical systems.

SB4 Students develop an understanding of motions, forces, their characteristics and relationships, and natural forces and their effects.

Gr. 3/4	Gr. 5/6	Gr. 7/8	Gr. 9/10
The student demonstrates an understanding of the structure and properties of matter by • **[3/4] SB1.1** Identifying the basic characteristics of common objects (e.g., a rock is hard, water spills) **The student demonstrates an understanding of how energy can be transformed, transferred, and conserved by (L-4)** • **[3/4] SB2.1** Demonstrating that electricity can be turned on and off by flipping a switch **The student demonstrates an understanding of the interactions between matter and energy and the effects of these interactions on systems by** • **[3/4] SB3.1** Identifying and naming two states of matter of water (liquid and ice)	**The student demonstrates an understanding of the structure and properties of matter by** • **[5/6] SB1.1** Using simple descriptors such as color, size, shape, etc. to relate information about the properties of matter **The student demonstrates an understanding of how energy can be transformed, transferred, and conserved by (L-4)** • **[5/6] SB2.1** Identifying that objects need energy (e.g., a television needs electricity, cars need gas) **The student demonstrates an understanding of the interactions between matter and energy and the effects of these interactions on systems by** • **[5/6] SB3.1** Identifying and naming the states of matter of water (ice, liquid, steam)	**The student demonstrates an understanding of the structure and properties of matter by** • **[7/8] SB1.**1 Using simple descriptors such as color, odor, texture, size, shape, etc. to relate information about the properties of matter **The student demonstrates an understanding of how energy can be transformed, transferred, and conserved by (L-4)** • **[7/8] SB2.1** Identifying familiar electrical devices **The student demonstrates an understanding of the interactions between matter and energy and the effects of these interactions on systems by** • **[7/8] SB3.1** Identifying the physical changes commonly found in the environment (e.g., ice melts, leaves burn)	**The student demonstrates an understanding of the structure and properties of matter by** • **[9/10] SB1.1** Identifying how matter can be composed of different substances (e.g., cement is made up of gravel and water) (ID) **The student demonstrates an understanding of how energy can be transformed, transferred, and conserved by (L-4)** • **[9/10] SB2.1** Describing the ways in which objects get energy (e.g., changing the batteries in a CD player) **The student demonstrates an understanding of the interactions between matter and energy and the effects of these interactions on systems by** • **[9/10] SB3.1** Identifying an object as a liquid, solid, or gas

The student demonstrates an understanding of motions, forces, their characteristics, relationships, and effects by (L-4) • **[3/4] SB4.1** Demonstrating ways objects can move (e.g., push, pull, drop, etc.)	**The student demonstrates an understanding of motions, forces, their characteristics, relationships, and effects by (L-4)** • **[5/6] SB4.**1 Observing and describing the directional movement of objects	**The student demonstrates an understanding of motions, forces, their characteristics, relationships, and effects by (L-4)** • **[7/8] SB4.1** Identifying forces in the environment (e.g., what objects move faster, what objects are harder to push)	**The student demonstrates an understanding of motions, forces, their characteristics, relationships, and effects by (L-4)** • **[9/10] SB4.1** Observing and describing the movement of an object by its position, direction, and speed
Early Entry Points Observing the changing state of water (e.g., ice to water)	**Early Entry Points** Observing the changing state of water (e.g., ice to water)	**Early Entry Points** Observing the changing state of water (e.g., ice to water)	**Early Entry Points** Observing the changing state of water (e.g., ice to water)

ExGLEs are identified as Local (L) because they are for local assessment and will not be on a state assessment or they have been embedded in ExGLEs in other strands.

SCIENCE Extended Grade Level Expectations (Assessed in grades 4, 8, and 10)

C1-Concepts of Life Science

SC Students develop an understanding of the concepts, models, theories, facts, evidence, systems, and processes of life science.
SC1 Students develop an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution.
SC2 Students develop an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms.
SC3 Students develop an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy.

Gr. 3/4	Gr. 5/6	Gr. 7/8	Gr. 9/10
The student demonstrates an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution by • **[3/4] SC1.1** Identifying that parents of one species give birth to offspring of the same species (e.g., bears have bear cubs) **The student demonstrates an understanding the structure, function, behavior, development, life cycles, and diversity of living organisms by** • **[3/4] SC2.1** Matching plants and animals to their habitats (e.g., fish live in water, birds live in trees)	**The student demonstrates an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution by** • **[5/6] SC1.1** Identifying that organisms differ from one species to another (e.g., cats to dogs) **The student demonstrates an understanding the structure, function, behavior, development, life cycles, and diversity of living organisms by** • **[5/6] SC2.1** Identifying how habitats meet the needs of plants and animals (e.g., plants get nourishment from the soil)	**The student demonstrates an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution by** • **[7/8] SC1.1** Identifying similarities and differences among organisms (e.g., dogs with and without spots) **The student demonstrates an understanding the structure, function, behavior, development, life cycles, and diversity of living organisms by** • **[7/8] SC2.1** Sequencing birth, growth, and death as part the of life cycle of the same plant or animal	**The student demonstrates an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution by** • **[9/10] SC1.1** Identifying characteristics that are inherited, passed down from parents (e.g., hair color, eye color) **The student demonstrates an understanding the structure, function, behavior, development, life cycles, and diversity of living organisms by** • **[9/10] SC2.1** Identifying the purpose of different animal adaptations (e.g., why do seals have a layer of blubber)

The student demonstrates an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy by • **[3/4] SC3.1** Identifying living vs. non-living things	**The student demonstrates an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy by** • **[5/6] SC3.1** Identifying that all organisms need food	**The student demonstrates an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy by** • **[7/8] SC3.1** Identifying that plants need sunlight to grow	**The student demonstrates an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy by** • **[9/10] SC3.1** Identifying that plants are eaten by animals, some animals eat only plants, (herbivores), some animals eat plants and animals (omnivores), and some animals eat other animals (carnivores)
Early Entry Points Interacting with the environment through senses	**Early Entry Points** Interacting with the environment through senses	**Early Entry Points** Interacting with the environment through senses	**Early Entry Points** Interacting with the environment through senses

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SCIENCE Extended Grade Level Expectations (Assessed in grades 4, 8, and 10)

D1-Concepts of Earth Science

SD Students develop an understanding of the concepts, processes, theories, models, evidence, and systems of earth and space sciences.
SD1 Students develop an understanding of Earth's geochemical cycles.
SD2 Students develop an understanding of the origins, ongoing processes, and forces that shape the structure, composition, and physical history of the Earth.
SD3 Students develop an understanding of the cyclical changes controlled by energy from the sun and by Earth's position and motion in our solar system.
SD4 Students develop an understanding of the theories regarding the evolution of the universe.

Gr. 3/4

The student demonstrates an understanding of geochemical cycles by

- **[3/4] SD1.1** Identifying soil as separate from rocks and plants
- **[3/4] SD1.2** Identifying types of weather (e.g., hot, cold, wet)

The student demonstrates an understanding of the forces that shape Earth by

- **[3/4] SD2.1** Identifying a variety of Earth's features (e.g., rivers, lakes, mountains)

The student demonstrates an understanding of cycles influenced by energy from the sun and by Earth's position and motion in our solar system by

- **[3/4] SD3.1** Identifying night and day

Gr. 5/6

The student demonstrates an understanding of geochemical cycles by

- **[5/6] SD1.1** Describing characteristics of rocks
- **[5/6] SD1.2** Identifying types of weather relating to seasons

The student demonstrates an understanding of the forces that shape Earth by

- **[5/6] SD2.1** Distinguishing water from land on a map

The student demonstrates an understanding of cycles influenced by energy from the sun and by Earth's position and motion in our solar system by

- **[5/6] SD3.1** Identifying that seasons repeat each year in a pattern

Gr. 7/8

The student demonstrates an understanding of geochemical cycles by

- **[7/8] SD1.1** Identifying that soil supports the growth of plants
- **[7/8] SD1.2** Identifying seasonal characteristics (e.g., it snows in winter, days are shorter in winter)

The student demonstrates an understanding of the forces that shape Earth by

- **[7/8] SD2.1** Identifying that earth features can change (e.g., volcanoes erupt)

The student demonstrates an understanding of cycles influenced by energy from the sun and by Earth's position and motion in our solar system by

- **[7/8] SD3.1** Identifying the earth, sun, and moon

Gr. 9/10

The student demonstrates an understanding of geochemical cycles by

- **[9/10] SD1.1** Identifying that smaller rocks come from the weathering and breaking up of bigger rocks (ID)
- **[9/10] SD1.2** Relating states of water to weather (gas → cloud, liquid → rain, solid → snow)

The student demonstrates an understanding of the forces that shape Earth by

- **[9/10] SD2.1** Identifying that water is a force of change (e.g., heavy rain causes landslides)

The student demonstrates an understanding of cycles influenced by energy from the sun and by Earth's position and motion in our solar system by

- **[9/10] SD3.1** Identifying characteristics of the solar system (e.g., moon revolves around the earth)

The student demonstrates an understanding of the theories regarding the origin and evolution of the universe by • **[3/4] SD4.1** Recognizing and using instruments of magnification (e.g., magnifying glass, binoculars) (L)	**The student demonstrates an understanding of the theories regarding the origin and evolution of the universe by** • **[5/6] SD4.1** Recognizing and using instruments of magnification (e.g., magnifying glass, binoculars) (L)	**The student demonstrates an understanding of the theories regarding the origin and evolution of the universe by** • **[7/8] SD4.1** Recognizing and using instruments of magnification (e.g., magnifying glass, binoculars, telescopes) (L)	**The student demonstrates an understanding of the theories regarding the origin and evolution of the universe by** • **[9/10] SD4.1** Recognizing and using instruments of magnification (e.g., magnifying glass, binoculars, telescopes) (L)
Early Entry Points Demonstrating an awareness of changes in weather/temperature	**Early Entry Points** Demonstrating an awareness of changes in weather/temperature	**Early Entry Points** Demonstrating an awareness of changes in weather/temperature	**Early Entry Points** Demonstrating an awareness of changes in weather/temperature

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SCIENCE Extended Grade Level Expectations (Assessed in grades 4, 8, and 10)

E1-Science and Technology

SE Students develop an understanding of the relationships among science, technology, and society.

SE1 Students develop an understanding of how scientific knowledge and technology are used in making decisions about issues, innovations, and responses to problems and everyday events.

SE2 Students develop an understanding that solving problems involves different ways of thinking, perspectives, and curiosity that lead to the exploration of multiple paths that are analyzed using scientific, technological, and social merits.

SE3 Students develop an understanding of how scientific discoveries and technological innovations affect and are affected by our lives and cultures.

Gr. 3/4	Gr. 5/6	Gr. 7/8	Gr. 9/10
The student demonstrates an understanding of how to integrate scientific knowledge and technology to address problems by • **[3/4] SE1.1** Restating a problem that the teacher has presented (L) **The student demonstrates an understanding that solving problems involves different ways of thinking, perspectives, and curiosity by** • **[3/4] SE2.1** Identifying a variety of tools (glue, scissors, etc.) and materials (e.g., paper, wood, plastic) **The student demonstrates an understanding of how scientific discoveries and technological innovations affect our lives and society by** • **[3/4] SE3.1** Identifying what materials found on earth are used for (e.g., a wooden house is made from trees)	**The student demonstrates an understanding of how to integrate scientific knowledge and technology to address problems by** • **[5/6] SE1.1** Identifying various options and solutions to a problem (L) **The student demonstrates an understanding that solving problems involves different ways of thinking, perspectives, and curiosity by** • **[5/6] SE2.1** Identifying a variety of tools and materials **The student demonstrates an understanding of how scientific discoveries and technological innovations affect our lives and society by** • **[5/6] SE3.1** Discriminating between human-made and natural objects	**The student demonstrates an understanding of how to integrate scientific knowledge and technology to address problems by** • **[7/8] SE1.1** Identifying steps in the problem-solving process (L) **The student demonstrates an understanding that solving problems involves different ways of thinking, perspectives, and curiosity by** • **[7/8] SE2.1** Matching a simple tool to its function **The student demonstrates an understanding of how scientific discoveries and technological innovations affect our lives and society by** • **[7/8] SE3.1** Identifying examples of technology (e.g., computer, telephones, electronic games, automobiles)	**The student demonstrates an understanding of how to integrate scientific knowledge and technology to address problems by** • **[9/10] SE1.1** Identifying ways that a problem can be solved through the use of technology (L) **The student demonstrates an understanding that solving problems involves different ways of thinking, perspectives, and curiosity by** • **[9/10] SE2.1** Identifying tools and their purposes (e.g., camera, hammer) **The student demonstrates an understanding of how scientific discoveries and technological innovations affect our lives and society by** • **[9/10] SE3.1** Describing effects of technology on everyday life (e.g., washing machines, fish wheel, snow machines)
Early Entry Points Using a variety of simple tools (e.g., paper clips, stapler, tape measure, etc.)	**Early Entry Points** Using a variety of simple tools (e.g., paper clips, stapler, tape measure, etc.)	**Early Entry Points** Using a variety of simple tools (e.g., paper clips, stapler, tape measure, etc.)	**Early Entry Points** Using a variety of simple tools (e.g., paper clips, stapler, tape measure, etc.)

SCIENCE Extended Grade Level Expectations (Assessed in grades 4, 8, and 10)

F1-Cultural, Social, Personal Perspectives, and Science			
SF Students develop an understanding of the dynamic relationships among scientific, cultural, social, and personal perspectives. **SF1** Students develop an understanding of the interrelationships among individuals, cultures, societies, science, and technology. **SF2** Students develop an understanding that some individuals, cultures, and societies use other beliefs and methods in addition to scientific methods to describe and understand the world. **SF3** Students develop an understanding of the importance of recording and validating cultural knowledge.			
Gr. 3/4	**Gr. 5/6**	**Gr. 7/8**	**Gr. 9/10**
The student demonstrates an understanding the dynamic relationships among scientific, cultural, social, and personal perspectives by (L-4) • **[3/4] SF1.1** Exploring local or traditional stories that explain a natural event (L)	**The student demonstrates an understanding the dynamic relationships among scientific, cultural, social, and personal perspectives by (L-4)** • **[5/6] SF1.1** Exploring local or traditional stories that explain a natural event (L)	**The student demonstrates an understanding the dynamic relationships among scientific, cultural, social, and personal perspectives by (L-4)** • **[7/8] SF1.1** Exploring local or traditional stories that explain a natural event (L)	**The student demonstrates an understanding the dynamic relationships among scientific, cultural, social, and personal perspectives by (L-4)** • **[9/10] SF1.1** Exploring local or traditional stories that explain a natural event (L)

ExGLEs are identified as Local (L) because they are for local assessment and will not be on a state assessment or they have been embedded in ExGLEs in other strands.

SCIENCE Extended Grade Level Expectations (Assessed in grades 4, 8, and 10)

G1-History and Nature of Science

SG Students develop an understanding of the history and nature of science.
SG1 Students develop an understanding that historical perspectives of scientific explanations demonstrate that scientific knowledge changes over time, building on prior knowledge.
SG2 Students develop an understanding that the advancement of scientific knowledge embraces innovation and requires empirical evidence, repeatable investigations, logical arguments, and critical review in striving for the best possible explanations of the natural world.
SG3 Students develop an understanding that scientific knowledge is ongoing and subject to change as new evidence becomes available through experimental and/or observational confirmation(s).
SG4 Students develop an understanding that advancements in science depend on curiosity, creativity, imagination, and a broad knowledge base.

Gr. 3/4	Gr. 5/6	Gr. 7/8	Gr. 9/10
The student demonstrates an understanding of the bases of the advancement of scientific knowledge by • **[3/4] SG1.1** Demonstrating an understanding of cause-and-effect (e.g., when more water is added to a full glass, the water will spill out) **The student demonstrates an understanding that advancements in science depend on curiosity, creativity, imagination, and a broad knowledge base by** • **[3/4] SG2.1** Identifying features in the natural world (e.g., trees, wind, clouds, grass, animals)	**The student demonstrates an understanding of the bases of the advancement of scientific knowledge by** • **[5/6] SG1.1** Using a symbol to represent information/data **The student demonstrates an understanding that advancements in science depend on curiosity, creativity, imagination, and a broad knowledge base by** • **[5/6] SG2.1** Distinguishing between the natural world and a man-made environment	**The student demonstrates an understanding of the bases of the advancement of scientific knowledge by** • **[7/8] SG1.1** Making a record of observations over time (L) **The student demonstrates an understanding that advancements in science depend on curiosity, creativity, imagination, and a broad knowledge base by** • **[7/8] SG2.1** Asking questions about the natural world (L)	**The student demonstrates an understanding of the bases of the advancement of scientific knowledge by** • **[9/10] SG1.1** Making a record of observations over time (L) **The student demonstrates an understanding that advancements in science depend on curiosity, creativity, imagination, and a broad knowledge base by** • **[9/10] SG2.1** Asking questions about the natural world (L)
Early Entry Points Interacting with the environment through senses	**Early Entry Points** Interacting with the environment through senses	**Early Entry Points** Interacting with the environment through senses	**Early Entry Points** Interacting with the environment through senses

ExGLEs are identified as Local (L) because they are for local assessment and will not be on a state assessment or they have been embedded in ExGLEs in other strands.

Proficiency Descriptors

Proficiency descriptors for students taking the alternate assessment are included in this document.

Proficiency descriptors are statements that describe the knowledge and skills expected at different proficiency levels with respect to the content standards, performance standards, and grade-level expectations. Alaska has four proficiency levels: advanced, proficient, below proficient, and far below proficient. The proficiency level descriptors describe the expected level of performance at each of these four levels. See the **Appendix** for a further explanation of Alternate Achievement Standards and Proficiency Descriptors for the Alternate Assessment.

Special education teachers, content specialists, and parents met in April and November 2005 to develop draft proficiency descriptors for the alternate assessment. The state relied on the judgment and recommendations of these experienced special educators and reading, writing, and math teachers to determine a way to show individual growth across grade levels while providing access to the general education content. The committees decided that the proficiency descriptors and Extended Grade Level Expectations, version 1, would initially be presented in grade clusters: Grades 3-4, Grades 5-6, Grades 7-8, and Grades 9-10. Using the expectations of skills described in the proficiency descriptors, grade levels were assigned to the Extended Grade Level Expectations. The workgroups elected to use the same proficiency labels as the general education assessment uses (advanced, proficient, below proficient, and far below proficient).

A standard setting committee determines cut scores for the new alternate assessment and will use the proficiency descriptors during that process. During standard setting, the proficiency descriptors may be revised. They were formally by the State Board of Education in July 2007 (reading, writing, and mathematics) and in July 2008 (science). Currently, the draft proficiency descriptors function as a guide for teachers when instructing and assessing their students.

PROFICIENCY LEVEL DESCRIPTORS - GRADES 3 AND 4

Proficiency Level	Reading	Writing	Mathematics	Score Ranges
Advanced	The student decodes or identifies simple sight words; identifies the main idea and/or main character from a story read aloud; identifies simple sight words in addition to his/her name; identifies all letter sound relationships; and blends more than 5 sounds to make words.	The student uses basic conventions of writing (e.g., capitalization, spacing/alignment, left to right); and communicates ideas to others by producing a graphic product (story/event) through the use of pictures and/or symbols.	The student rote counts single digit numbers to ten; identifies first, second, and last; identifies the basic geometric shapes of triangle, circle, square, and rectangle; and matches items with similar attributes (e.g., matches the triangles).	Reading 63 or above Writing 76 or above Mathematics 62 or above
Proficient	The student identifies signs and symbols; identifies letter sound relationships; blends sounds to make words; identifies a detail using pictures, symbols, or words from a story read aloud; identifies own name in print; and displays an understanding of print directionality.	The student reproduces/copies words using upper and lower case letters; writes/reproduces own first name; and orients graphics in legible format (right-side up, left to right).	The student rote counts single digit numbers to five; copies numbers; identifies first and last; identifies the basic geometric shapes of triangle, circle, and square; and matches items with the same attributes (e.g., matches blue triangles).	Reading 32-62 Writing 38-75 Mathematics 33-61
Below Proficient	The student handles books/literacy materials correctly; holds book upright, right direction; handles books/literacy materials correctly but without demonstration of directionality; identifies pictures and letters; points to words randomly, and is developing phonological awareness.	The student reproduces/copies upper and/or lowercase letters; and writes/reproduces simple strokes that form letters.	The student counts numbers less than five; identifies first or last, but not both; and identifies one of the basic geometric shapes (triangle, circle, or square).	Reading 8-31 Writing 7-37 Mathematics 6-32
Far Below Proficient	There is a significant need for additional instructional opportunities to achieve the proficient level.	There is a significant need for additional instructional opportunities to achieve the proficient level.	There is a significant need for additional instructional opportunities to achieve the proficient level.	Reading 7 or below Writing 6 or below Mathematics 5 or below

PROFICIENCY LEVEL DESCRIPTORS - GRADES 5 AND 6

Proficiency Level	Reading	Writing	Mathematics	Score Ranges
Advanced	The student reads a simple sentence of 3-5 or more words; identifies beginning and end of the sequence of events in the text; identifies or reads words of increasing complexity (e.g., more letters, more syllables); answers who, what, where questions about a passage read aloud; and follows 2-step written directions.	The student uses more conventions of writing (e. g., capitalization, end mark punctuation, letter/word order); and communicates ideas to others by producing a well-organized graphic product that uses complete sentences.	The student counts to 20 or above; graphs simple information; performs simple addition (using the numbers 1-12); creates a simple pattern; identifies more and less; identifies and names coins (penny, nickel, dime, and quarter); identifies value of coins; performs single-digit subtraction; and identifies where an object is located relative to another object (e.g., in and out, over and under).	Reading 77 or above Writing 67 or above Mathematics 61 or above
Proficient	The student identifies or reads simple sight words; reads simple sentences of 2-3 words; identifies the main idea and/or main character from a passage read aloud; and follows 1-step written directions.	The student communicates ideas to others by producing a story/event through the use of pictures and/or symbols; uses some basic conventions of writing (e.g., consistent use of capitalization and end mark punctuation, spacing/alignment, left to right); uses beginning (early phonetic) spelling as evidenced by the use of mostly consonants with a few vowels; and writes/reproduces own name, first and last.	The student rote counts single-digit numbers to 12; reads and writes/reproduces single-digit numbers; identifies first, second, and last; identifies the basic geometric shapes of triangle, circle, square, and rectangle; matches items with similar attributes (match the triangles); counts objects to five; identifies bigger/smaller, shorter/taller, and more; reads simple graphs or charts; reproduces simple patterns; identifies coins (penny, nickel, dime, and quarter); performs simple addition with the numbers 1-5; and identifies where an object is located relative to another object (in and out).	Reading 46-76 Writing 33-66 Mathematics 25-60
Below Proficient	The student displays an understanding of print directionality; identifies signs and symbols; identifies letters; identifies a detail using pictures, symbols, or words from a story read aloud; and identifies own name in print.	The student copies/reproduces words using upper and lower case letters; writes/reproduces own first name; and orients graphics in legible format (right-side up, left to right).	The student demonstrates the concept of one; rote counts to five; identifies first and last; identifies two geometric shapes; and identifies same/different.	Reading 11-45 Writing 10-32 Mathematics 8-24
Far Below Proficient	There is a significant need for additional instructional opportunities to achieve the proficient level.	There is a significant need for additional instructional opportunities to achieve the proficient level.	There is a significant need for additional instructional opportunities to achieve the proficient level.	Reading 10 or below Writing 9 or below Mathematics 7 or below

PROFICIENCY LEVEL DESCRIPTORS - GRADES 7 AND 8

Proficiency Level	Reading	Writing	Mathematics	Score Ranges
Advanced	The student decodes unfamiliar words using knowledge of letter-sound relationships (phonics), and word structure (base word, prefix, suffix); answers who, what (e.g., main idea), when, where, questions; identifies the theme or makes prediction about a reading passage; summarizes text accurately in correct sequence; and follows 3 or more step written directions.	The student uses a variety of simple sentences that support a topic; communicates by using a variety of words; uses conventions (e.g., capitalization, appropriate spacing, variety of ending punctuation marks such as exclamation and question mark); and correctly spells commonly used words.	The student skip counts by twos, fives, and tens; extends a simple pattern; interprets a simple graph; uses and applies basic units of measurement (e.g., time measurement, temperature, distance, and volume); identifies value of a combination of paper currency and coins; performs double-digit addition and subtraction with regrouping; and identifies whole, one-half, and one-quarter.	Reading 52 or above Writing 76 or above Mathematics 74 or above
Proficient	The student reads a simple sentence of 4-5 or more words; identifies beginning, middle, and end of the sequence of events in the text; obtains information using text features including pictures (illustrations for text), visual cues (e.g., chapter headings, bolded or italicized text); identifies or reads words of increasing complexity (e.g., 5 or more letters, or 2 or more syllables); identifies answers to who, what, where questions about a reading passage; and follows 2-step written directions.	The student communicates ideas by using complete sentences; communicates by choosing appropriate word choice related to the topic; and uses conventions of writing (e.g., capitalization, appropriate spacing, use of periods, and correct orientation of written letters and/or other graphics).	The student counts to 20 or above and skip counts by fives and tens; reads and writes/reproduces two-digit numbers; reads and writes two-digit numbers; identifies place value of ones and tens; creates simple tables, charts, or graphs; identifies which category of a table has the most or least; performs double-digit addition and subtraction without regrouping; identifies symbols +, -, and =; identifies units of measurement (e.g., time, money, linear, or distance); identifies value of a combination of coins; identifies paper currency (1, 5, 10, and 20); labels empty set as none or zero; identifies where an object is located relative to another object (e.g., in and out, over and under, in front of, and beside); and identifies whole and one-half.	Reading 33-51 Writing 41-75 Mathematics 52-73
Below Proficient	The student decodes simple words; identifies or reads simple sight words; reads simple sentences of 2-3 words; identifies story elements (main idea and/or main character) from a passage read aloud; and follows 1-step written directions.	The student communicates ideas to others (a story/event) by the use of one or two pictures and/or symbols; and uses some conventions of writing (e.g., capitalization and punctuation, spacing/alignment, left to right). There is a significant need for additional instructional opportunities to achieve the proficient level.	The student rote counts single-digit numbers; reads and writes/reproduces single-digit numbers; identifies first, second, and third in activities; identifies the basic geometric shapes of triangle, circle, and square; matches items with like attributes; and identifies coins (penny, nickel, dime, and quarter).	Reading 12-32 Writing 16-40 Mathematics 22-51
Far Below Proficient	There is a significant need for additional instructional opportunities to achieve the proficient level.	There is a significant need for additional instructional opportunities to achieve the proficient level.	There is a significant need for additional instructional opportunities to achieve the proficient level.	Reading 11 or below Writing 15 or below Mathematics 21 or below

PROFICIENCY LEVEL DESCRIPTORS - GRADES 9 AND 10

Proficiency Level	Reading	Writing	Mathematics	Score Ranges
Advanced	The student answers who, what, when, where, and why questions about a reading passage; uses strategies for decoding unfamiliar words and reads sentences with increasingly complex text; understands the difference between fact and opinion; and follows more complex written directions.	The student shows increasing complexity in sentence structure; consistently uses supporting details that are related to the topic; consistently organizes information about a topic in a variety of forms for different audiences and purposes that communicates a clear message; and corrects errors in spelling, capitalization (including proper nouns), end punctuation, and commas.	The student performs addition of multiple single-digit numbers; uses simple patterns to solve problems; determines the amount of money needed for a purchase; divides single-digit numbers by single-digit numbers; and identifies whole, one-half, one-quarter, one-third, and three-fourths.	Reading 57 or above Writing 82 or above Mathematics 81 or above
Proficient	The student answers who (main character), what (main idea, problem and solution), when and where (setting) questions about a reading passage; identifies the theme and makes predictions about a reading passage; summarizes text accurately in correct sequence; decodes unfamiliar words using knowledge of letter-sound relationships (phonics) and word structure (base word, prefix, suffix); and follows multi-step written directions to complete a task.	The student produces a variety of simple sentences that support a topic; communicates ideas for different audiences by using a variety of purposes that clearly communicates a message; uses simple editing strategies, such as checking for correct capitalization, punctuation and spelling.	The student performs double-digit addition and subtraction with regrouping; uses and applies basic units of measurement (e.g., time, measurement, temperature, distance, or volume); multiplies single-digit numbers by single-digit numbers; rounds numbers to the nearest ten; and identifies whole, one-half, one-quarter, and three-quarters.	Reading 43-56 Writing 47-81 Mathematics 63-80
Below Proficient	The student reads simple sentences of 2-3 words; answers one who, what, or where question about a passage read aloud; and follows 1- and 2-step written directions.	The student exhibits a limited or an unfocused idea that does not support a topic; communicates own ideas by using incomplete and complete sentences; and edits some errors in punctuation and capitalization.	The student reads and writes two-digit numbers; identifies size (bigger and smaller); reads a simple graph; identifies properties of basic geometric shapes (triangle, circle, and square); finds and supplies the missing element in a repeating pattern; and sorts coins by their value.	Reading 22-42 Writing 24-46 Mathematics 24-62
Far Below Proficient	There is a significant need for additional instructional opportunities to achieve the proficient level.	There is a significant need for additional instructional opportunities to achieve the proficient level.	There is a significant need for additional instructional opportunities to achieve the proficient level.	Reading 21 or below Writing 23 or below Mathematics 23 or below

PROFICIENCY LEVEL DESCRIPTORS - GRADE 4

Proficiency Level	Science	Score Range
Advanced	The student demonstrates a highly developed conceptual understanding of the processes and content of science by identifying or demonstrating an understanding of: cause-and-effect (e.g., when more water is added to a full glass, the water will spill out); the concept that living things reproduce; basic characteristics of common objects (rock is hard, etc.); states of matter of water; living and non-living things; a variety of Earth's features and features in the natural world; types of weather; the relationship of plants and animals to their habitats; tools/materials and their uses; what materials found on earth are used for; transfer of energy (e.g., electricity can be turned on and off by a switch); and ways objects can move.	44 or above
Proficient	The student demonstrates a basic conceptual understanding of the processes and content of science by identifying or demonstrating an understanding of: cause-and-effect (e.g., when more water is added to a full glass, the water will spill out); the concept that living things reproduce; basic characteristics of common objects (rock is hard, etc.); states of matter of water; living and non-living things; a variety of Earth's features and features in the natural world; types of weather; the relationship of plants and animals to their habitats; tools/materials and their uses; what materials found on earth are used for; transfer of energy (e.g., electricity can be turned on and off by a switch); and ways objects can move.	24-43
Below Proficient	The student shows a partial understanding of the processes and content of science by identifying or demonstrating an understanding of: cause-and-effect (e.g., when more water is added to a full glass, the water will spill out); the concept that living things reproduce; basic characteristics of common objects (rock is hard, etc.); states of matter of water; living and non-living things; a variety of Earth's features and features in the natural world; types of weather; the relationship of plants and animals to their habitats; tools/materials and their uses; what materials found on earth are used for; transfer of energy (e.g., electricity can be turned on and off by a switch); and ways objects can move.	12-23
Far Below Proficient	The student did not display a minimal understanding of science processes or content as described in the extended grade level expectations.	11 or below

PROFICIENCY LEVEL DESCRIPTORS - GRADE 8

Proficiency Level	Science	Score Range
Advanced	The student demonstrates a highly developed conceptual understanding of the processes and content of science by identifying or demonstrating an understanding of: the physical changes commonly found in the environment; the concept that organisms differ from one species to another; features of geophysical events; the earth, sun, and moon; seasonal characteristics; the uses of technology; simple descriptors to relate information about an object; familiar electronic devices; directional movement of objects; the stages of life cycles; the connection between living organisms and their environment; and tools to their function.	44 or above
Proficient	The student demonstrates a basic conceptual understanding of the processes and content of science by identifying or demonstrating an understanding of: the physical changes commonly found in the environment; the concept that organisms differ from one species to another; features of geophysical events; the earth, sun, and moon; seasonal characteristics; the uses of technology; simple descriptors to relate information about an object; familiar electronic devices; directional movement of objects; the stages of life cycles; the connection between living organisms and their environment; and tools to their function.	29-43
Below Proficient	The student shows a partial understanding of the processes and content of science by identifying or demonstrating an understanding of: the physical changes commonly found in the environment; the concept that organisms differ from one species to another; features of geophysical events; the earth, sun, and moon; seasonal characteristics; the uses of technology; simple descriptors to relate information about an object; familiar electronic devices; directional movement of objects; the stages of life cycles; the connection between living organisms and their environment; and tools to their function.	16-28
Far Below Proficient	The student did not display a minimal understanding of science processes or content as described in the extended grade level expectations.	15 or below

PROFICIENCY LEVEL DESCRIPTORS - GRADE 10

Proficiency Level	Science	Score Range
Advanced	The student demonstrates a highly developed conceptual understanding of the processes and content of science by identifying or demonstrating an understanding of: the basic characteristics of matter, including identifying objects as liquid, solid, or gas; the way in which objects get energy; how the states of water affect weather; purpose of different animal adaptations; the classification of animals as herbivores, carnivores, and omnivores; the characteristics of the solar system; the movement of objects; inherited traits; how the Earth's surface can change as a result of geological activity; tools and their purposes; and the characteristics of the solar system.	44 or above
Proficient	The student demonstrates a basic conceptual understanding of the processes and content of science by identifying or demonstrating an understanding of: the basic characteristics of matter, including identifying objects as liquid, solid, or gas; the way in which objects get energy; how the states of water affect weather; purpose of different animal adaptations; the classification of animals as herbivores, carnivores, and omnivores; the characteristics of the solar system; the movement of objects; inherited traits; how the Earth's surface can change as a result of geological activity; tools and their purposes; and the characteristics of the solar system.	26-43
Below Proficient	The student shows a partial understanding of the processes and content of science by identifying or demonstrating an understanding of: the basic characteristics of matter, including identifying objects as liquid, solid, or gas; the way in which objects get energy; how the states of water affect weather; purpose of different animal adaptations; the classification of animals as herbivores, carnivores, and omnivores; the characteristics of the solar system; the movement of objects; inherited traits; how the Earth's surface can change as a result of geological activity; tools and their purposes; and the characteristics of the solar system.	18-25
Far Below Proficient	The student did not display a minimal understanding of science processes or content as described in the extended grade level expectations.	17 or below

Appendix

Alternate Assessments are designed for students with significant cognitive disabilities that prevent them from taking the regular Standards Based Assessment (SBA) with or without accommodations. Students must meet the eligibility criteria as specified in the *Participation Guidelines* or located on the Alternate Assessment website in expanded format at http://www.eed.state.ak.us/tls/assessment/AlternateOptional/05-06/ExpandedFormatPartCriteriaAug05.pdf

Access Skills are the very basic, underlying social, motor, or communication skills needed by students to be able to accomplish the content learning standards and may be part of the student's Individualized Education Program's (IEP). Instead of teaching these skills in isolation, they may be embedded within the context of standards-based instructional activities. This allows the student to practice targeted IEP skills while providing access to the general education curriculum. Access skills are not part of the grade level expectations but when used during content-related activities, they meaningfully engage students in the content activities and expose students to new ideas while practicing necessary skills required in the student's IEP.

Age-Appropriate Instruction and Materials – Instruction of students should open up opportunities to access the content standards, not limit participation in the grade level instructional activities. Materials and activities should reflect the chronological age of the student and be consistent with the content, activities, materials, and expected outcomes for all students. Materials may be adapted to provide access for the student with an Individualized Education Program (IEP).

Content Standards are broad statements of what students should know and be able to do as a result of their public school experience.

Performance Standards are aligned to the Content Standards and are measurable statements of what students should know and be able to do in the age spans 5-7, 8-10, 11-14, and 15-18.Within these standards are **strands**, which are clusters of learning standards in the content area organized around a central idea or concept.

Grade Level Expectations (GLEs) are specific statements of the knowledge and/or skills that students are expected to demonstrate at each grade level. They serve as checkpoints that monitor progress towards the performance standards and ultimately, the content standards. The grade-level expectations do not replace the performance standards; rather, they serve to clarify the standards. They also serve to define and communicate eligible content, or the range of knowledge and skills from which instruction and the new assessments are designed.

Extended Grade Level Expectations (ExGLEs) are linked to the Performance Standards/Grade Level Expectations. They are measurable statements of what students with significant cognitive disabilities should know and be able to do at grade level. The extended grade level expectations are foundational skills and are less complex than the grade level expectations.

Early Entry Points describe the least complex skills and are prerequisites to the skills being assessed. They provide a range of options at which a student with a disability can access the learning standard at a less complex level. See above for definition of **Access Skills** and their relationship to standards.

Achievement Standards are descriptions of a test taker's competency, and **Alternate Achievement Standards** (AAS) are descriptions of competency for students who take the alternate assessment. There are four components of achievement standards.

1. **Labels** designating the different levels of student achievement. Alaska's proficiency levels are labeled: Advanced, Proficient, Below Proficient, and Far Below Proficient.

2. **Proficiency descriptors** are narrative statements describing student achievement at the different levels of competence useful in determining cut scores.
3. **Cut scores** separate the different achievement levels
4. **Exemplars** are samples of student work or student test results.

4 AAC 04.160 is repealed:

4 AAC 04.160. Alternate performance standards for students with significant cognitive disabilities. Repealed. (Eff. 5/21/2000, Register 154; Repealed __/__/2007, Register ___)

4 AAC 06.775(b) is repealed and readopted to read:

(b) The commissioner shall select an alternate assessment for use in this state, to be known as the Alaska Alternate Assessment, for assessment of students with significant cognitive disabilities who are on a track to receive a certificate of achievement under AS 14.03.075, instead of a diploma. A student's eligibility for the Alaska Alternate Assessment shall be established in the student's IEP in accordance with the criteria in the *Participation Guidelines for Alaska Students in State Assessments,* adopted by reference in (a) of this section. Each district shall administer the Alaska Alternate Assessment to eligible students whenever it administers the state assessments described in 4 AAC 06.710, except that a student shall not be required to take the Alaska Alternate Assessment twice in one school year. To obtain a proficiency level of advanced, proficient, below proficient, or far below proficient in reading, writing, and mathematics on the Alaska Alternate Assessment, a student must obtain a score as set out in the following table:

Proficiency Level	Grade 3 & 4	Grade 5 & 6	Grade 7 & 8	Grade 9 & 10
Reading: Advanced	63 or above	77 or above	52 or above	57 or above
Reading: Proficient	32-62	46-76	33-51	43-56
Reading: Below Proficient	8-31	11-45	12-32	22-42
Reading: Far Below Proficient	7 or below	10 or below	11 or below	21 or below

Writing: Advanced	76 or above	67 or above	76 or above	82 or above
Writing: Proficient	38-75	33-66	41-75	47-81
Writing: Below Proficient	7-37	10-32	16-40	24-46
Writing: Far Below Proficient	6 or below	9 or below	15 or below	23 or below
Mathematics: Advanced	62 or above	61 or above	74 or above	81 or above
Mathematics: Proficient	33-61	25-60	52-73	63-80
Mathematics: Below Proficient	6-32	8-24	22-51	24-62
Mathematics: Far Below Proficient	5 or below	7 or below	21 or below	23 or below

(Eff. 12/19/2002, Register 164; am 9/17/2004, Register 171; am 11/10/2005, Register 176; am __/__/2007, Register ___)

Authority: AS 14.03.075 AS 14.07.060

4 AAC 06.775(b) is amended to read:

(c) To obtain a proficiency level of advanced, proficient, below proficient, or far below proficient in science the Alaska Alternate Assessment, a student must obtain a score as set out in the following table:

Proficiency Level	Grade 4	Grade 8	Grade 10
Science: Advanced	44 or above	44 or above	44 or above
Science: Proficient	24-43	29-43	26-43
Science: Below proficient	12-23	16-28	18-25
Science: Far Below Proficient	11 or below	15 or below	17 or below

Authority: AS 14.03.075 AS 14.07.060

Section 5

Test Interpretation

- **Guide to Test Interpretation**
  - **Parent Guide – Science**
  - **Educator Guide – Reading, Writing, and Mathematics**

Alaska

Comprehensive System of Student Assessment (CSSA)

Parent Guide
To Test Interpretation for the Alternate Assessment
In Science
Spring 2008

The Purpose of Testing
The purposes of statewide student assessment specifically are to: 1) help determine which children are meeting statewide performance standards; 2) produce statewide information to facilitate sound decision making by policy makers, parents, educators, and the public; and 3) provide a focus for instructional improvement [4 AAC 06.700]. The purpose of the Alternate Assessment (AA) is to ensure that students with significant cognitive disabilities will have access to, participate in, and make progress in the general education curricula, as well as show what they know and can learn. [4 AAC 06.775].

What the Alternate Assessment in Science Measures
The Alternate Assessment measures what students know and can do at their grade level in science as compared to the Alaska Extended Grade Level Expectations (ExGLEs) for students with significant cognitive disabilities. Students performance on the Alternate Assessment is measured against alternate achievement standards which differ in complexity from grade level achievement standards.

Components of the Alternate Assessment
The Alternate Assessment now tests science as required by state and federal law. Assessment of functional skills is not included in the alternate assessments as statewide assessments must measure the student's academic knowledge and skills in reading, writing, mathematics, and science. The tasks included in these assessments are performance curriculum-based measures and are aligned to the Extended Grade Level Expectations (ExGLEs). The assessment permits the use of accommodations, assistive technologies, and adaptations of the material in order to provide the best access to the content for each student.

Science
The alternate assessment in science is comprised of three grade level assessments (grades 4, 8, and 10) designed to measure essential skills in science. The tasks are designed to measure the degree to which students with significant cognitive disabilities are learning to comprehend and apply scientific knowledge. The tasks increase in complexity with each grade and include: concepts of physical science, concepts of life science, concepts of earth science, the history and nature of science, and science and technology. Individual grade assessments are comprised of the following: grade 4 contains 4 tasks addressing 5 content standards; grade 8 contains 4 tasks addressing 4 content standards; and grade 10 contains 4 tasks addressing 4 content standards.

Reading the Individual Student Report

The Individual Student Report (ISR) provides a graphic and text display of student performance. An **unofficial student report** is generated when Qualified Assessors enter student test scores after completing the administration of the Alternate Assessment during the testing window of February - April 2008. It is immediately available and is designed to provide instructional feedback. A separate student report is generated for reading, writing, mathematics, and science. The unofficial, online reports have a different appearance from the official reports and no proficiency levels are assigned. Scores are represented in percentage correct. After student information is verified for accuracy, scores are calculated and proficiency levels assigned. An **official student report** is then uploaded to the DRA Reporting Website and mailed by the Department of Education and Early Development to the districts.

Science Score Possible and Score Earned columns display raw scores. Only valid scores are used for Adequate Yearly Progress (AYP). Scores for the Expanded Levels of Support (ELOS) items are designated as Far Below Proficient, and ELOS scores are not graphically displayed. If the student takes both Standard and ELOS items, only the standard data are displayed.

A	This section identifies the year for the report and all student demographic information.
B	**Your Student's Overall Performance** indicates the student's score, what score is needed for proficiency according to the approved cut scores, and the student's proficiency levels for the subject area of science.
C	**Interpretation of Chart** explains how to read components of the chart such as proficiency levels, student skills performance, and expanded levels of support.
D	**Your Students Performance by Standard** describes the proficiency level reported in B separated into strands, giving the total possible score and the score earned.
E	A graphical representation provides the score needed to obtain levels of proficiency for reading (FB – Far Below, BP – Below Proficiency, P – Proficient, and A – Advanced) and indicates where the student's score falls on the proficiency graph.
F	Reverse side of page shows the Proficiency Level Descriptors and cut scores by proficiency level for this grade.

A

ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
ALTERNATE ASSESSMENT
STUDENT REPORT
2008 SPRING

NAME : **Last Name, First Name Middle Name**
BIRTHDATE: **99/99/9999**
DISTRICT : **Alaska District**
SCHOOL : **Alaska Elementary School**
GRADE : **10**
STATE ID NUMBER : **9999999999**
DISTRICT ID NUMBER : **999999999**

Your Student's Overall Performance

B

	Student's Score	Score Needed for Proficiency	Student's Proficiency Level
Science	**28**	**26 or above**	Proficient

*NT-Student Not Tested in this content area.

C

Interpretation of Chart

This report provides a record of the student's test results on the Alternate Assessment in the content area of Science.

Proficiency Levels
The graphic display of scores shows the possible student scores ranging from 0 to 48. Proficiency levels are noted below the score ranges: FB-Far Below Proficient, BP-Below Proficient, P-Proficient, A-Advanced.

Student Skills Performance
The content area of Science is composed of different skills organized into strands. Strands are clusters of learning standards in the content area organized around a central idea or concept. The strand sub-scores are represented numerically in the Score Earned column. Score Possible and Score Earned are raw scores in Science. The graphic displays of student scores are represented by the diamond shapes. The line through the diamond represents the student's score range if the student took the test multiple times; given that all testing results in some variation, sometimes, the student might score a little lower and other times they might score a little higher.

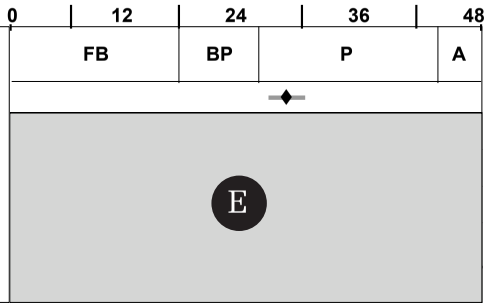
Expanded Levels of Support
Expanded Levels of Support (ELOS) are test items designed to make the alternate assessment more accessible to students who score zero on a minimum number of required test items, and therefore, translate to far below proficient in performance. The ELOS scores are not scaled to the scores of the standard administration of the alternate assessment.

Your Student's Performance by Standard
PERFORMANCE LEVELS AND PROBABLE SCORE RANGES

D

Subject/Strand	Score Possible	Score Earned
Science	48	**28**
Physical Science	12	**12**
Life Science	12	**8**
Earth Science	12	**0**
History and Nature of Science; Science and Technology	12	**8**
Expanded Levels of Support Tasks	60	

SCIENCE



AKAA08 v1 Print Date: 6/19/2008

F

ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
ALTERNATE ASSESSMENT
STUDENT REPORT
2008 SPRING

PROFICIENCY LEVEL DESCRIPTORS - GRADE 10

Proficiency Level	Science	Score Range
Advanced	The student demonstrates a highly developed conceptual understanding of the processes and content of science by identifying or demonstrating an understanding of: the basic characteristics of matter, including identifying objects as liquid, solid, or gas; the way in which objects get energy; how the states of water affect weather; purpose of different animal adaptations; the classification of animals as herbivores, carnivores, and omnivores; the characteristics of the solar system; the movement of objects; inherited traits; how the Earth's surface can change as a result of geological activity; tools and their purposes; and the characteristics of the solar system.	44 or above
Proficient	The student demonstrates a basic conceptual understanding of the processes and content of science by identifying or demonstrating an understanding of: the basic characteristics of matter, including identifying objects as liquid, solid, or gas; the way in which objects get energy; how the states of water affect weather; purpose of different animal adaptations; the classification of animals as herbivores, carnivores, and omnivores; the characteristics of the solar system; the movement of objects; inherited traits; how the Earth's surface can change as a result of geological activity; tools and their purposes; and the characteristics of the solar system.	26-43
Below Proficient	The student shows a partial understanding of the processes and content of science by identifying or demonstrating an understanding of: the basic characteristics of matter, including identifying objects as liquid, solid, or gas; the way in which objects get energy; how the states of water affect weather; purpose of different animal adaptations; the classification of animals as herbivores, carnivores, and omnivores; the characteristics of the solar system; the movement of objects; inherited traits; how the Earth's surface can change as a result of geological activity; tools and their purposes; and the characteristics of the solar system.	18-25
Far Below Proficient	The student did not display a minimal understanding of science processes or content as described in the extended grade level expectations.	17 or below

Science Alternate Assessment Task Descriptions

This section contains a description of the Science tasks found in the alternate assessment. The tasks are grouped by content standard and grade. For example Task 1.4 means this is the first task for the content standard (1) for grade 4 (.4).

Task 1.4, 1.8, 1.10 – Concepts of Physical Science

Task 2.4, 2.8, 2.10 – Concepts of Life Science

Task 3.4, 3.8, 3.10 – Concepts of Earth Science

Task 4.4 – History of Nature of Science, Science and Technology, 4.8, 4.10 – Science and Technology

Proficiency Level Descriptors and Score Ranges

Science assessments were required by the federal government to be administered in spring 2008. The Alternate Assessment Standard Setting Committee met in May 2008 to determine the proficiency levels and cut scores for the alternate assessment in science. The State Board of Education has adopted the following cut scores for the Alternate Assessment.

Alternate Assessment Regulation for Science

4 AAC 06.775(b) is amended to read:

(c) To obtain a proficiency level of advanced, proficient, below proficient, or far below proficient in science the Alaska Alternate Assessment, a student must obtain a score as set out in the following table:

Proficiency Level	Grade 4	Grade 8	Grade 10
Science: Advanced	44 or above	44 or above	44 or above
Science: Proficient	24-43	29-43	26-43
Science: Below proficient	12-23	16-28	18-25
Science: Far Below Proficient	11 or below	15 or below	17 or below

Authority: AS 14.03.075 AS 14.07.060

Alaska

Comprehensive System of Student Assessment (CSSA)

Educator Guide
To
Test Interpretation for the Alternate Assessment
For Reading, Writing, and Mathematics
Spring 2008

Introduction

The Educator Guide explains the Alternate Assessment so educators can understand the outcomes and various reports. The following information is included in this guide:

- The first four pages of the Educator Guide are the same as the Parent Guide and provide an explanation of the purpose of testing, the components of the Alternate Assessment, and a description of the Student Report.
- The Conditions of Administration of the Alternate Assessment, including standard administration and eligibility for using the Expanded Levels of Support (ELOS) test items
- Example Report: Expanded Levels of Support (ELOS)
- Example Report: Unofficial Student Report
- Description of the Reading, Writing, and Mathematics tasks
- Alternate Assessment Regulation, Cut Score Ranges, and Proficiency Level Descriptors
- Frequently Asked Questions
- Glossary of Terms

The Purpose of Testing

The purposes of statewide student assessment specifically are to: 1) help determine which children are meeting statewide performance standards; 2) produce statewide information to facilitate sound decision making by policy makers, parents, educators, and the public; and 3) provide a focus for instructional improvement [4 AAC 06.700]. The purpose of the Alternate Assessment (AA) is to ensure that students with significant cognitive disabilities have access to, participate in, and make progress in the general education curricula, as well as show what they know and can learn [4 AAC 06.775].

What the Alternate Assessment Measures

The Alternate Assessment measures what students know and can do at their grade level in reading, writing, and mathematics (and science) compared to the Alaska Extended Grade Level Expectations (ExGLEs) for students with significant cognitive disabilities. The Alaska Alternate Assessment is based on Extended Grade Level Expectations with the performance measured against alternate achievement standards which differ in complexity from grade level achievement standards. The Alternate Assessments are organized into grade bands: 3/4, 5/6, 7/8, and 9/10.

Components of the Alternate Assessment

The Alternate Assessment tests reading, writing, and mathematics (and science) as required by state and federal law. Statewide assessment of functional skills is not included in this academic assessment as the statewide assessment must measure the student's academic knowledge and skills in reading, writing, mathematics, and science. The tasks included in this assessment are performance, curriculum-based measures and are aligned to the Extended Grade Level Expectations. The assessment permits the use of accommodations, assistive technology, and adaptations of the material in order to provide the best access of the content for each student.

Reading
The reading assessment is designed to measure essential reading skills. The tasks measure the degree to which students with significant cognitive disabilities are learning to read at the symbol, word, and text levels. The tasks increase in complexity with each grade band and include: identification of pictures, symbols, and letters in the alphabet, identification of own name, distinguishing sounds, generating sounds of letters, reading simple words to more complex words, reading sentences, reading text, comprehending text, obtaining information, and identification of root words.

Writing
The writing assessment is designed to measure skill acquisition in written language development for students with significant cognitive disabilities. The tasks measure the degree to which students with significant cognitive disabilities are learning to write using letters, words, and connected sentences. The tasks increase in complexity with each grade and include the following: copy letters, copy words, copy sentences; write their name, write words from dictation, sentence mechanics, write a sentence, write a story, and revise writing.

Mathematics
The mathematics assessment is designed to measure the degree to which students with significant cognitive disabilities have developed numerical understanding. The tasks measure the degree to which students with significant cognitive disabilities are learning to use numbers and mathematical symbols as well as solve problems. The tasks increase in complexity with each grade and include: copying numbers, identifying numbers on a number line, counting, identifying same and different, identifying and matching shapes, reading and writing numbers, counting objects, simple and double digit addition, subtraction, and multiplication, reproducing and extending simple patterns and identifying skip patterns, reading and creating simple graphs, identifying measurement, counting and identifying money, identifying perimeter, identifying fractions, labeling a set as none or zero, understanding symbols, identifying place value, ordering numbers, rounding numbers, and identifying lines of symmetry.

Reading the Individual Student Report
The Individual Student Report (ISR) provides a graphic and text display of student performance. After student information is verified for accuracy, scores are calculated, and proficiency levels assigned. An **official student report** then is uploaded to the DRA Reporting Website and mailed by the Department of Education and Early Development to the districts.

Reading, Writing, and Mathematics Score Possible and Score Earned are scaled scores. Only valid scores are used for Adequate Yearly Progress (AYP). If the student takes Standard and ELOS items, only the standard data are displayed. No ELOS scores are graphed.

A	This section identifies the year for the report and all student demographic information.
B	**Your Student's Overall Performance** indicates the student's score, what score is needed for proficiency according to the approved cut scores, and the student's proficiency levels for each subject area of reading, writing, and mathematics.
C	**Interpretation of Chart** explains how to read components of the chart such as proficiency levels, student skills performance, and expanded levels of support (ELOS) items.
D, F, H	**Your Student's Performance by Standard** section describes the proficiency levels reported in section B for Reading, Writing, and Mathematics by separating the scores into strands and displaying the total possible scores and the scores earned.
E, G, I	A graphical representation provides the score needed to obtain levels of proficiency for reading (FB – Far Below, BP – Below Proficiency, P – Proficient, and A – Advanced) and indicates where the student's score falls on the proficiency graph. See Interpretation of Chart for explanation of the diamond shape.
J	Reverse side of page shows the Proficiency Level Descriptors and cut scores by proficiency level for this grade.

A

ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
ALTERNATE ASSESSMENT
STUDENT REPORT
2008 SPRING

NAME : **Last Name, First Name Middle Name**
BIRTHDATE: **99/99/9999**
DISTRICT : **Alaska District**
SCHOOL : **Alaska Elementary School**
GRADE : **10**
STATE ID NUMBER : **9999999999**
DISTRICT ID NUMBER : **999999999**

Your Student's Overall Performance

B

	Student's Score	Score Needed for Proficiency	Student's Proficiency Level
Reading	**54**	**43 or above**	Proficient
Writing	**74**	**47 or above**	Proficient
Mathematics	**73**	**63 or above**	Proficient

*NT-Student Not Tested in this content area.

C

Interpretation of Chart

This report provides a record of the student's test results on the Alternate Assessment in the content areas of Reading, Writing, and Mathematics.

Proficiency Levels
For each subject, the graphic display of scores shows the possible student scores ranging from 0 to 100. Proficiency levels are noted below the score ranges: FB-Far Below Proficient, BP-Below Proficient, P-Proficient, A-Advanced.

Student Skills Performance
The content areas of Reading, Writing, and Mathematics are composed of different skills organized into strands. Strands are clusters of learning standards in the content area organized around a central idea or concept. The strand sub-scores are represented numerically in the Score Earned column. Score Possible and Score Earned are scaled scores in reading, writing, and mathematics. The graphic displays of student scores are represented by the diamond shapes. The line through the diamond represents the student's score range if the student took the test multiple times; given that all testing results in some variation, sometimes, the student might score a little lower and other times they might score a little higher.

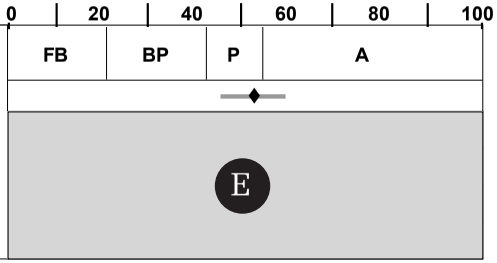
Expanded Levels of Support
Expanded Levels of Support (ELOS) are test items designed to make the alternate assessment more accessible to students who score zero on a minimum number of required test items, and therefore, translate to far below proficient in performance. The ELOS scores are not scaled to the scores of the standard administration of the alternate assessment.

Your Student's Performance by Standard
PERFORMANCE LEVELS AND PROBABLE SCORE RANGES

D

Subject/Strand	Score Possible	Score Earned
Reading	100	**54**
Word Identification Skills	34	**25**
Forming a General Understanding	33	**12**
Analysis of Content and Structure	33	**17**
Expanded Levels of Support Tasks	60	

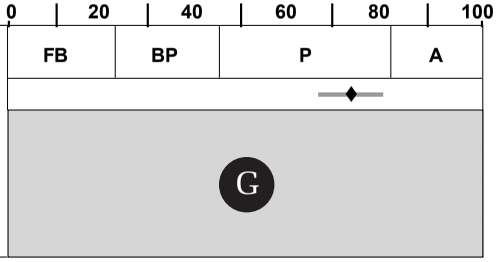
READING



F

Subject/Strand	Score Possible	Score Earned
Writing	100	**74**
Write Using a Variety of Forms	34	**22**
Structures and Conventions of Writing	33	**28**
Revise	33	**24**
Expanded Levels of Support Tasks	60	

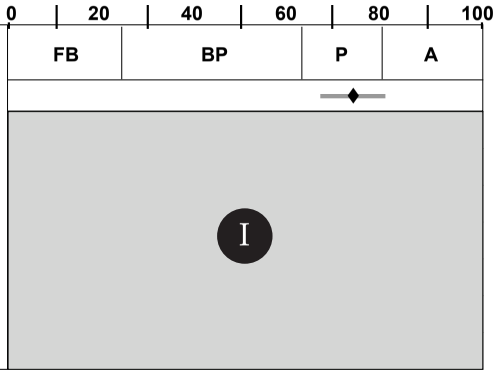
WRITING



H

Subject/Strand	Score Possible	Score Earned
Mathematics	100	**73**
Numeration	17	**13**
Estimation and Computation	17	**17**
Functions and Relationships	17	**17**
Statistics and Probability	17	**10**
Measurement	16	**11**
Geometry	16	**12**
Expanded Levels of Support Tasks	60	

MATHEMATICS



AKAA08 v1 Print Date: 6/19/2008

J

ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
ALTERNATE ASSESSMENT
STUDENT REPORT
2008 SPRING

PROFICIENCY LEVEL DESCRIPTORS - GRADES 9 AND 10

Proficiency Level	Reading	Writing	Mathematics	Score Ranges
Advanced	The student answers who, what, when, where, and why questions about a reading passage; uses strategies for decoding unfamiliar words and reads sentences with increasingly complex text; understands the difference between fact and opinion; and follows more complex written directions.	The student shows increasing complexity in sentence structure; consistently uses supporting details that are related to the topic; consistently organizes information about a topic in a variety of forms for different audiences and purposes that communicates a clear message; and corrects errors in spelling, capitalization (including proper nouns), end punctuation, and commas.	The student performs addition of multiple single-digit numbers; uses simple patterns to solve problems; determines the amount of money needed for a purchase; divides single-digit numbers by single-digit numbers; and identifies whole, one-half, one-quarter, one-third, and three-fourths.	Reading 57 or above Writing 82 or above Mathematics 81 or above
Proficient	The student answers who (main character), what (main idea, problem and solution), when and where (setting) questions about a reading passage; identifies the theme and makes predictions about a reading passage; summarizes text accurately in correct sequence; decodes unfamiliar words using knowledge of letter-sound relationships (phonics) and word structure (base word, prefix, suffix); and follows multi-step written directions to complete a task.	The student produces a variety of simple sentences that support a topic; communicates ideas for different audiences by using a variety of purposes that clearly communicates a message; uses simple editing strategies, such as checking for correct capitalization, punctuation and spelling.	The student performs double-digit addition and subtraction with regrouping; uses and applies basic units of measurement (e.g., time, measurement, temperature, distance, or volume); multiplies single-digit numbers by single-digit numbers; rounds numbers to the nearest ten; and identifies whole, one-half, one-quarter, and three-quarters.	Reading 43-56 Writing 47-81 Mathematics 63-80
Below Proficient	The student reads simple sentences of 2-3 words; answers one who, what, or where question about a passage read aloud; and follows 1- and 2-step written directions.	The student exhibits a limited or an unfocused idea that does not support a topic; communicates own ideas by using incomplete and complete sentences; and edits some errors in punctuation and capitalization.	The student reads and writes two-digit numbers; identifies size (bigger and smaller); reads a simple graph; identifies properties of basic geometric shapes (triangle, circle, and square); finds and supplies the missing element in a repeating pattern; and sorts coins by their value.	Reading 22-42 Writing 24-46 Mathematics 24-62
Far Below Proficient	There is a significant need for additional instructional opportunities to achieve the proficient level.	There is a significant need for additional instructional opportunities to achieve the proficient level.	There is a significant need for additional instructional opportunities to achieve the proficient level.	Reading 21 or below Writing 23 or below Mathematics 23 or below

Explanation of the Conditions of Administration for the Alternate Assessment

All students must first take the standard administration of the alternate assessment before becoming eligible for the Expanded Levels of Support (ELOS) test items. ELOS scores are always far below proficient and not scaled to the cut scores. The following rules govern the administration of standard or ELOS items in the Spring of 2008 assessment cycle.

STD means **Standard administration with or without accommodations**. Standard administration conditions refer to a student taking the test in a manner consistent with the test directions and appropriate accommodations. The tasks can be administered with accommodations that do not alter the content being assessed. A score obtained under standard administration conditions with or without accommodations is considered comparable to other scores obtained under the standard administration conditions. During the 2008 testing window, standard administration was required for:

- Students taking the Alternate Assessment for the first time.
- Students who were administered the Alternate under the Standard or Expanded Levels of Support (ELOS) conditions of administration in the spring 2007 test administration, but who did not follow the Three Task Minimum Rule.
- Any student, including a student who previously took the Expanded Levels of Support, has the option to take the test under the standard condition of administration.

Three Task-Three Item Rule - Every student taking an Alaska reading, writing, mathematics, or science Alternate Assessment must take a minimum three tasks under the Standard administration with or without accommodations. For each of the minimum three tasks, the student must be presented with at least three items in the task before moving on to the next task. When the student gives no response, refuses, or scores zero on three consecutive items in three tasks, the assessor may stop the assessment for that content area. Not Administered—Inappropriate (NA-I) will not be accepted as an administration condition for the three minimum tasks.

ELOS means **Expanded Level of Support Items –** ELOS test items were developed to provide accessibility to the academic tests for students with the most profound disabilities. Although the ELOS items are loosely linked to the content strands, the items are subskills of the Extended Grade Level Expectations, and therefore, do not adequately assess the content areas. During the 2008 testing window, ELOS items could be administered for the following students:

- Students who took the Alternate Assessment under ELOS following the Three Task-Three Item Minimum Rule ***and*** submitted the Assistive Technology-Augmentative Alternative Communication Survey (AT-AAC) for the student in spring 2007 may start with the ELOS items this year.
- Students who were administered the Alternate Assessment under ELOS conditions and submitted the AT-AAC Survey required in spring 2007, but who did ***not*** follow the Three Task-Three Item Minimum Rule, are **required** to be administered the Alternate Assessment under the standard test administration this year, as explained in Section 1.

Three Task-Fifteen Item Rule (ELOS)
Each ELOS task has five items. Students are scored using the *Levels of Independence Scoring Rubric* shown below. A student is presented with a minimum of three tasks, including all five items in each of the three tasks, for a total of 15 items. *A-Already has this skill* will not be accepted as fulfilling the three task fifteen item minimum. If an entire task is marked *I-– Inappropriate/ Inaccessible based on the nature of the student's disability*, the assessor must document the reason this item was inappropriate or inaccessible based on the student's disability in the designated online data entry text field. The assessor must then select a more appropriate task to meet the requirements of the Three Task-Fifteen Item Minimum Rule.

NA-I means **Not Administered-Inappropriate**. NA-I is to be used only for specific disabilities as applied to the Reading Assessment: Task 1.34A for students who are blind or visually impaired and Task 1.34C and 1.910A for students who are deaf or hard of hearing.

***NT –** Not Tested indicates the student did not test in that content area.

Example of Student Report with Expanded Levels of Support (ELOS) Scores

A

ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
ALTERNATE ASSESSMENT
STUDENT REPORT
2008 SPRING

NAME : **Last Name, First Name Middle Name**
BIRTHDATE: **99/99/9999**
DISTRICT : **Alaska District**
SCHOOL : **Alaska Elementary School**
GRADE : **10**
STATE ID NUMBER : **9999999999**
DISTRICT ID NUMBER : **999999999**

B

Your Student's Overall Performance

	Student's Score	Score Needed for Proficiency	Student's Proficiency Level
Reading		**43 or above**	Far Below Proficient
Writing		**47 or above**	Far Below Proficient
Mathematics		**63 or above**	Far Below Proficient

*NT-Student Not Tested in this content area.

C

Interpretation of Chart

This report provides a record of the student's test results on the Alternate Assessment in the content areas of Reading, Writing, and Mathematics.

Proficiency Levels
For each subject, the graphic display of scores shows the possible student scores ranging from 0 to 100. Proficiency levels are noted below the score ranges: FB-Far Below Proficient, BP-Below Proficient, P-Proficient, A-Advanced.

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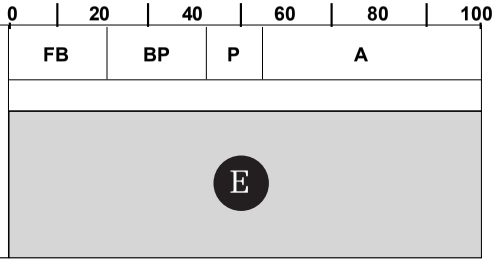
Your Student's Performance by Standard
PERFORMANCE LEVELS AND PROBABLE SCORE RANGES

D

Subject/Strand	Score Possible	Score Earned
Reading	100	
Word Identification Skills	34	
Forming a General Understanding	33	
Analysis of Content and Structure	33	
Expanded Levels of Support Tasks	60	**22**

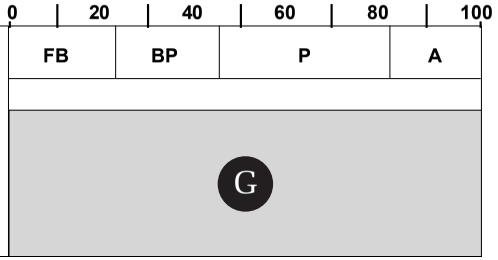
READING



F

Subject/Strand	Score Possible	Score Earned
Writing	100	
Write Using a Variety of Forms	34	
Structures and Conventions of Writing	33	
Revise	33	
Expanded Levels of Support Tasks	60	**18**

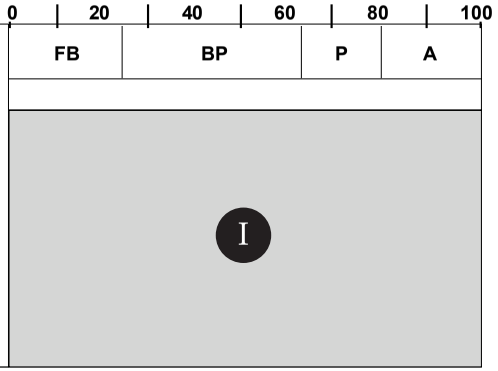
WRITING



H

Subject/Strand	Score Possible	Score Earned
Mathematics	100	
Numeration	17	
Estimation and Computation	17	
Functions and Relationships	17	
Statistics and Probability	17	
Measurement	16	
Geometry	16	
Expanded Levels of Support Tasks	60	**31**

MATHEMATICS



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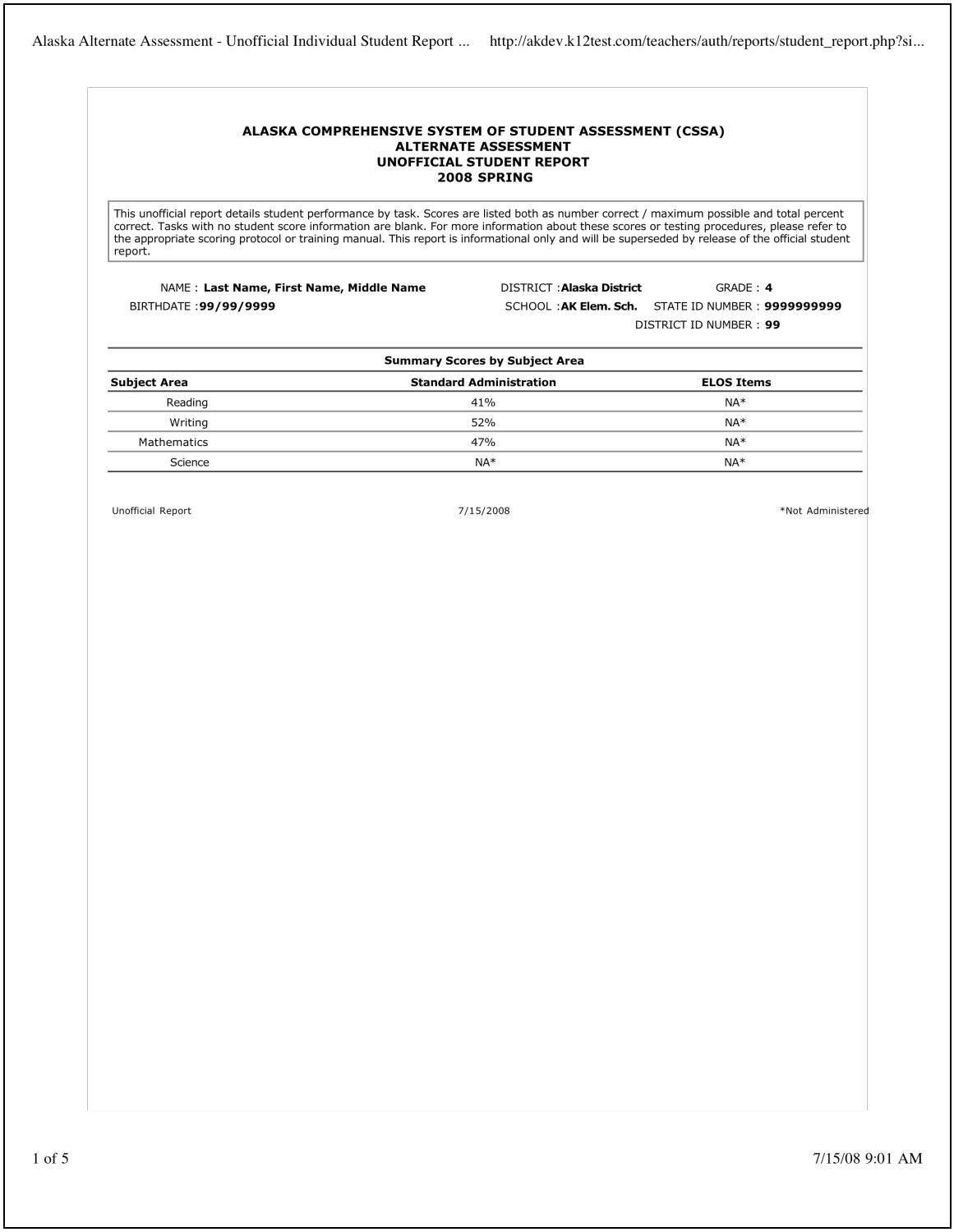
Unofficial Student Reports

An **unofficial student report** is generated when Qualified Assessors enter student test scores after completing the administration of the Alternate Assessment during the test window in February - April 2008. It is immediately available and is designed to provide instructional feedback. A separate student report is generated for reading, writing, and mathematics. The unofficial, online reports have a different appearance than the official reports. Scores are represented in percentage correct and no proficiency levels are assigned.

The following is an example of an Unofficial Student Report. A summary page reflects percentages correct of the tasks the student took. These scores do not reflect the scores required to gain proficiency. A Summary of Scores by Subject Area is given, indicating the student's percent correct for each subject area. This sample student took all required tasks for the Grade 4 Reading, Writing, and Mathematics Assessments under Standard administration.

Figure of Cover Page for Unofficial Report



Alaska Alternate Assessment - Unofficial Individual Student Report ... http://akdev.k12test.com/teachers/auth/reports/student_report.php?si...

ALASKA COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT (CSSA)
ALTERNATE ASSESSMENT
UNOFFICIAL STUDENT REPORT
2008 SPRING

This unofficial report details student performance by task. Scores are listed both as number correct / maximum possible and total percent correct. Tasks with no student score information are blank. For more information about these scores or testing procedures, please refer to the appropriate scoring protocol or training manual. This report is informational only and will be superseded by release of the official student report.

NAME : **Last Name, First Name, Middle Name** DISTRICT :**Alaska District** GRADE : **4**
BIRTHDATE :**99/99/9999** SCHOOL :**AK Elem. Sch.** STATE ID NUMBER : **9999999999**
DISTRICT ID NUMBER : **99**

Summary Scores by Subject Area

Subject Area	Standard Administration	ELOS Items
Reading	41%	NA*
Writing	52%	NA*
Mathematics	47%	NA*
Science	NA*	NA*

Unofficial Report 7/15/2008 *Not Administered

1 of 5 7/15/08 9:01 AM

*Note: No science report examples are included in this document. See the Educator Guide for Alternate Assessment in Science.

Figure of Reading Results for Unofficial Report

Alaska Alternate Assessment - Unofficial Individual Student Report ... http://akdev.k12test.com/teachers/auth/reports/student_report.php?si...

NAME : **Last Name, First Name, Middle Name** DISTRICT :**Alaska District** GRADE : **4**
BIRTHDATE : 99**/99/9999** SCHOOL :**AK Elem. Sch.** STATE ID NUMBER :**9999999999**
DISTRICT ID NUMBER : **99**

Alternate Reading: Standard Administration

Assessor Name : Teacher Name **Date of Assessment** : March 20th, 2008 **Teacher Name** : Teacher Name

1.34A - Identify Signs and Symbols	
3 / 16 = 19%	19%
1.34B - Identify Letter Sounds	
3 / 10 = 30%	30%
1.34C - Blend Sounds	
7 / 24 = 29%	29%
1.34D - Identify Own Name	
1 / 2 = 50%	50%
2.34A - Read Passages: Story 1, Jill and the Zoo	
7 / 16 = 44%	44%
2.34B - Read Passages: Story 2, Annie Goes to a Party	
10 / 16 = 63%	63%
2.34C - Read Passages: Story 3, Jimmy Rides the Bus	
10 / 16 = 63%	63%

Unofficial Report 7/15/2008

2 of 5 7/15/08 9:01 AM

Figure of Writing Results for Unofficial Report

NAME : **Last Name, First Name, Middle Name** DISTRICT :**Alaska District** GRADE : **4**
BIRTHDATE : **99/99/9999** SCHOOL :**AK Elem. Sch.** STATE ID NUMBER :**9999999999**
DISTRICT ID NUMBER : **99**

Alternate Writing: Standard Administration

Assessor Name : Teacher Name **Date of Assessment** : March 20th, 2008 **Teacher Name** : Teacher Name

1.34A - Copy Letters	
14 / 22 = 64%	64%
1.34B - Copy Words	
16 / 28 = 57%	57%
1.34C - Write Own Name	
15 / 25 = 60%	60%
1.34D - Write Words from Dictation	
7 / 25 = 28%	28%

Unofficial Report 7/15/2008

Figure of Mathematics Results for Unofficial Report

Alaska Alternate Assessment - Unofficial Individual Student Report ... http://akdev.k12test.com/teachers/auth/reports/student_report.php?si..

NAME : **Last Name, First Name, Middle Name** DISTRICT :**AK District** GRADE : **4**
BIRTHDATE : **99/99/9999** SCHOOL :**AK Elem. Sch.** STATE ID NUMBER :**9999999999**
DISTRICT ID NUMBER : **99**

Alternate Mathematics: Standard Administration

Assessor Name : Teacher Name **Date of Assessment** : March 20th, 2008 **Teacher Name** : Teacher Name

1.34A - Copy Numbers	
12 / 16 = 75%	75%
1.34B - Number Line	
2 / 3 = 67%	67%
1.34C - Count	
4 / 6 = 67%	67%
2.34 - Same / Different	
2 / 8 = 25%	25%
3.34 - Identify Shapes	
1 / 12 = 8%	8%

Unofficial Report 7/15/2008

4 of 5 7/15/08 9:01 AM

Reading, Writing, and Mathematics Alternate Assessment Task Descriptions

This section contains a description of the Reading, Writing, and Mathematics tasks found in the alternate assessment. The tasks are grouped by strand and grade band. For example Task 1.34A means this is the first task (A) for the first strand (1) for grade band 3/4 (.34).

Reading

Task 1.34A – Identify Signs and Symbols: Common symbols used in signage in the community.

Task 1.34B – Identify Letter Sounds: All letters and consonant digraphs (n=42) are sampled for the primary sounds represented.

Task 1.34C – Blend Sounds, 1.190A – Decode Words: This is a word reading exercise. Students are asked to identify all of the sounds in a word presented to them on a flashcard. Responses are scored for number of correct sounds produced.

Task 1.34D – Identify Own Name: Students are to identify their own name in print.

Task 2.34A-C, 2.56A-C, 2.910A-B – Read Passages: This is a reading comprehension task. Students are read 2 or 3 different passages and asked comprehension questions about each passage.

Task 1.56A – Read Words, 1.78A - Read Words of Increasing Complexity: This is a word reading exercise. Students are asked to read different words, each individually presented on a flashcard.

Task 1.56B, 1.78C – Read Sentences: This is a sentence reading exercise. Students are asked to read sentences individually presented on flashcards.

Task 1.78B – Obtain Information: Students are presented with informational text (such as a bus schedule) and asked questions about the text.

Task 1.910B: Identify Root Words: Students are presented with compound words and asked to identify the root of the words.

Writing

Task 1.34A – Copy Letters: Responses are scored as letters formed fully, partially, or not at all correct.
General representation of letter groupings:
Big Bellies- a, c, d, o, g, q (start with circle shape)
Tall Guys- b, f, l, h, k, t (start at top line)
Sinkers- j, p, y, (g, q) (go below the line)
Short Sticks- n, m, i, r, u, v, w (start at mid line)
Zigs and Zags- e, s, z, x (change in direction, diagonal lines)

Task 1.34B – Copy Words: Responses are scored as letters for Correct Letter Sequences. A general representation of letters in the alphabet is used.

Task 1.34C, 1.56B – Write Own Name: Students write their first and last names. Responses are scored for percentage of Correct Letter Sequences written and given a point value based on a scoring key.

Task 1.34D, 1.56C – Write Words from Dictation: Responses are scored for correct letter sequences.

Task 1.56D, 1.78C – Write a Sentence: This task requires students to produce a sentence in response to a verbal prompt. Responses are scored for number of Correct Word Sequences written. It is comprised of 3 items scored on a continuous scale. Students write a sentence in response to a prompt. The student is given choices to write about.

Task 1.78B, 1.910A: Revise Sentences: This task is administered in two parts: 1) A series of sentences are sampled that represent various grammatical, syntactical, and semantic constructions in grade level materials. 2) Students are given words cards in random order and asked to make a sentence.

Task 1.910B – Write a Story: The student is the primary source for this task with a general topical prompt used to frame the content (for example, write a story about school…).

Task 1.910C - Revise Writing: This task is administered in two parts: 1) The student is given sentences with missing words and asked to complete the sentences. 2) The student is asked to place the sentences in order to make a story.

Mathematics

Task 1.34A – Copy Numbers: This task is a copying exercise. Responses are scored as digits fully, digits partially or digits not at all correct. All numerals are represented and attempts have been made to distribute them evenly.

Task 1.34B, 1.56B, 1.78C – Number Line: This task relates to the student's understanding of a number line. It is comprised of identifying the first number, the second number, the third number, the fourth number, and the last number.

Task 1.34C, 1.56D, 1.78E – Count: This task is a counting exercise. The student is asked to begin with a certain number, and count up to a certain number. It is scored for patterns of at least 5 correct numbers in a row.

Task 2.34 – Same/Different, 6.56B – Same or Different (Shapes): For this task students are given sets of different shapes and asked to identify the same shape or a different shape.

Task 3.34, 6.56A, 6.78A – Identify Shapes: This is a shape naming exercise. Responses are scored as correct or incorrect. Items are chosen from the following two-dimensional shapes: square, triangle, circle, oval, rectangle. For grades 5/6 and 7/8 students are asked to identify the shape within another shape.

Task 1.56A, 1.78A – Read and Write Numbers: This task is comprised of two parts, 1) Naming numbers, and 2) Writing numbers that have been named. Responses are scored for correct or incorrect naming of the number, and correct or incorrect digits written.

Task 1.56C – Count Objects: This task requires students to count 5 objects. Responses are scored as correct or incorrect.

Task 2.56 – Simple Addition, 2.78 – Double Digit Addition and Subtraction, 2.910B – Double Digit Addition/Subtraction and Single Digit Multiplication: These tasks require calculations. Responses are scored for correct digits. All problems are written vertically.

Task 3.56 – Reproduce Simple Patterns, 3.78A – Reproduce and Extend Simple Patterns, 3.910A – Reproduce and Fill in Simple Patterns: These tasks are about patterns. Students are presented with either number patterns or patterns with shapes and asked either to continue the pattern, or fill in the missing component.

Task 4.56, 4.78, 4.910 – Read Simple Graphs: These tasks require students to gather information from a simple graph. Grades 9/10 require students to first complete the simple graph, and then gather information.

Task 5.56A – Shorter or Longer: This is a measurement task. Students are presented with a graph of lines and asked which lines are longer than line 1, and which are shorter than line 1.

Task 5.56B, 5.78C – Identify Money: The task is a money identifying exercise, requiring the student to identify coins and bills. Using real coins and bills is preferred.

Task 6.56C, 6.78C, 6.910C – Identify Perimeter: These are geometry tasks. The student is presented with a square or rectangular object and asked to calculate the perimeter of the object.

Task 1.78B, 1.910B – Identify Fractions: This task requires students to identify fractional parts of shapes. Responses are scored as correct or incorrect.

Task 1.78D – Identify Skip Patterns: For this task the student is presented with several number patterns and asked to identify a specific skip pattern (ex. – pattern counting by 2's).

Task 3.78B – Label a Set as None or Zero: Students are presented with a subtraction problem involving shapes or symbols. The items indicate if you have "x" of something, and you take away "x" of something you will end up with none or 0.

Task 3.78C, 3.910B – Understand Symbols: This task requires students to place the correct symbol in a mathematical problem. The symbols include: plus, minus, greater than, less than.

Task 5.78A, 5.910A – Identify Units of Measurement: This task measures time of day. Students are to choose which clock represents the correct time of day described.

Task 5.78B – Count Money: This task requires calculation of multiple coin values. Responses are scored for partially, fully, or not at all correct.

Task 6.78B – Match Shapes: Students are presented with several shapes and asked to match like shapes. Of the like shapes, one will be vertical, and one rotated at an angle. The student is to match the vertical shape with its rotated pair.

Task 1.910A – Identify Place Value: This task requires students to exhibit knowledge of place value. Responses are scored as correct or incorrect. Students are presented with a 3-digit number and asked to identify the ones place, tens place, or hundreds place.

Task 1.910C – Order Numbers: This task is an ordering exercise. Responses are scored as correct or incorrect. Four single digit numbers are presented in random order. Students reconfigure the numbers in ascending order.

Task 2.910A – Round Numbers: Students are presented with a number and two answer options. They are to choose which answer option is correct if the first number was rounded to the nearest ten.

Task 6.910A – Describe and compare Shapes: This task requires students to not only identify shapes, but also know certain properties of that shape. They are asked first to identify the shape, then asked how many sides, angles, or faces the shape has.

Task 6.910B – Lines of Symmetry: For this task students are presented with 3 shapes, each with a line of symmetry drawn through. They are to identify which line is a correctly drawn line of symmetry.

Proficiency Level Descriptors and Score Ranges

The Alternate Assessment Standard Setting Committee met in May 2007 to determine proficiency levels and cut scores. A second committee, a Standards Validation Committee, met in May 2008 to review the cut scores and proficiency level descriptors. The State Board of Education has adopted the following cut scores for the Alternate Assessment.

Alternate Assessment Regulation

4 AAC 06.775(b) is repealed and readopted to read:

(b) The commissioner shall select an alternate assessment for use in this state, to be known as the Alaska Alternate Assessment, for assessment of students with significant cognitive disabilities who are on a track to receive a certificate of achievement under AS 14.03.075, instead of a diploma. A student's eligibility for the Alaska Alternate Assessment shall be established in the student's IEP in accordance with the criteria in the *Participation Guidelines for Alaska Students in State Assessments,* adopted by reference in (a) of this section. Each district shall administer the Alaska Alternate Assessment to eligible students whenever it administers the state assessments described in 4 AAC 06.710, except that a student shall not be required to take the Alaska Alternate Assessment twice in one school year. To obtain a proficiency level of advanced, proficient, below proficient, or far below proficient in reading, writing, and mathematics on the Alaska Alternate Assessment, a student must obtain a score as set out in the following table:

Proficiency Level	Grade 3 & 4	Grade 5 & 6	Grade 7 & 8	Grade 9 & 10
Reading: Advanced	63 or above	77 or above	52 or above	57 or above
Reading: Proficient	32-62	46-76	33-51	43-56
Reading: Below Proficient	8-31	11-45	12-32	22-42
Reading: Far Below Proficient	7 or below	10 or below	11 or below	21 or below
Writing: Advanced	76 or above	67 or above	76 or above	82 or above
Writing: Proficient	38-75	33-66	41-75	47-81
Writing: Below Proficient	7-37	10-32	16-40	24-46
Writing: Far Below Proficient	6 or below	9 or below	15 or below	23 or below
Mathematics: Advanced	62 or above	61 or above	74 or above	81 or above
Mathematics: Proficient	33-61	25-60	52-73	63-80
Mathematics: Below Proficient	6-32	8-24	22-51	24-62
Mathematics: Far Below Proficient	5 or below	7 or below	21 or below	23 or below

The following pages include the Proficiency Level Descriptors for each content area. The Proficiency Level Descriptors are grouped by grade cluster 3/4, 5/6, 7/8, or 9/10 and describe the skills necessary at each of the achievement levels. The achievement levels are: Advanced, Proficient, Below Proficient, and Far Below Proficient.

Alaska's Alternate Reading, Writing, and Mathematics Proficiency Level Descriptors – Grades 3 and 4

Proficiency Level	Reading	Writing	Math	Score Ranges
Advanced	The student decodes or identifies simple sight words; identifies the main idea and/or main character from a story read aloud; identifies simple sight words in addition to his/her name; identifies all letter sound relationships; and blends more than 5 sounds to make words.	The student uses basic conventions of writing (e.g., capitalization, spacing/alignment, left to right); and communicates ideas to others by producing a graphic product (story/event) through the use of pictures and/or symbols.	The student rote counts single digit numbers to ten; identifies first, second, and last; identifies the basic geometric shapes of triangle, circle, square, and rectangle; and matches items with similar attributes (e.g., matches the triangles).	Reading 63 or above Writing 76 or above Mathematics 62 or above
Proficient	The student identifies signs and symbols; identifies letter sound relationships; blends sounds to make words; identifies a detail using pictures, symbols, or words from a story read aloud; identifies own name in print; and displays an understanding of print directionality.	The student reproduces/copies words using upper and lower case letters; writes/reproduces own first name; and orients graphics in legible format (right-side up, left to right).	The student rote counts single digit numbers to five; copies numbers; identifies first and last; identifies the basic geometric shapes of triangle, circle, and square; and matches items with the same attributes (e.g., matches blue triangles).	Reading 32-62 Writing 38-75 Mathematics 33-61
Below Proficient	The student handles books/literacy materials correctly; holds book upright, right direction; handles books/literacy materials correctly but without demonstration of directionality; identifies pictures and letters; points to words randomly, and is developing phonological awareness.	The student reproduces/copies upper and/or lowercase letters; and writes/reproduces simple strokes that form letters.	The student counts numbers less than five; identifies first or last, but not both; and identifies one of the basic geometric shapes (triangle, circle, or square).	Reading 8-31 Writing 7-37 Mathematics 6-32
Far Below Proficient	There is a significant need for additional instructional opportunities to achieve the proficient level.	There is a significant need for additional instructional opportunities to achieve the proficient level.	There is a significant need for additional instructional opportunities to achieve the proficient level.	Reading 7 or below Writing 6 or below Mathematics 5 or below

Alaska's Alternate Reading, Writing, and Mathematics
Proficiency Level Descriptors – Grades 5 and 6

Proficiency Level	Reading	Writing	Math	Score Ranges
Advanced	The student reads a simple sentence of 3-5 or more words; identifies beginning and end of the sequence of events in the text; identifies or reads words of increasing complexity (e.g., more letters, more syllables); answers who, what, where questions about a passage read aloud; and follows 2-step written directions.	The student uses more conventions of writing (e.g., capitalization, end mark punctuation, letter/word order); and communicates ideas to others by producing a well-organized graphic product that uses complete sentences.	The student counts to 20 or above; graphs simple information; performs simple addition (using the numbers 1-12); creates a simple pattern; identifies more and less; identifies and names coins (penny, nickel, dime, and quarter); identifies value of coins; performs single-digit subtraction; and identifies where an object is located relative to another object (e.g., in and out, over and under).	Reading 77 or above Writing 67 or above Mathematics 61 or above
Proficient	The student identifies or reads simple sight words; reads simple sentences of 2-3 words; identifies the main idea and/or main character from a passage read aloud; and follows 1-step written directions.	The student communicates ideas to others by producing a story/event through the use of pictures and/or symbols; uses some basic conventions of writing (e.g., consistent use of capitalization and end mark punctuation, spacing/alignment, left to right); uses beginning (early phonetic) spelling as evidenced by the use of mostly consonants with a few vowels; and writes/reproduces own name, first and last.	The student rote counts single-digit numbers to 12; reads and writes/reproduces single-digit numbers; identifies first, second, and last; identifies the basic geometric shapes of triangle, circle, square, and rectangle; matches items with similar attributes (match the triangles); counts objects to five; identifies bigger/smaller, shorter/taller, and more; reads simple graphs or charts; reproduces simple patterns; identifies coins (penny, nickel, dime, and quarter); performs simple addition with the numbers 1-5; and identifies where an object is located relative to another object (in and out).	Reading 46-76 Writing 33-66 Mathematics 25-60
Below Proficient	The student displays an understanding of print directionality; identifies signs and symbols; identifies letters; identifies a detail using pictures, symbols, or words from a story read aloud; and identifies own name in print.	The student copies/reproduces words using upper and lower case letters; writes/reproduces own first name; and orients graphics in legible format (right-side up, left to right).	The student demonstrates the concept of one; rote counts to five; identifies first and last; identifies two geometric shapes; and identifies same/different.	Reading 11-45 Writing 10-32 Mathematics 8-24
Far Below Proficient	There is a significant need for additional instructional opportunities to achieve the proficient level.	There is a significant need for additional instructional opportunities to achieve the proficient level.	There is a significant need for additional instructional opportunities to achieve the proficient level.	Reading 10 or below Writing 9 or below Mathematics 7 or below

Alaska's Alternate Reading, Writing, and Mathematics
Proficiency Level Descriptors – Grades 7 and 8

Proficiency Level	Reading	Writing	Math	Score Ranges
Advanced	The student decodes unfamiliar words using knowledge of letter-sound relationships (phonics), and word structure (base word, prefix, suffix); answers who, what (e.g., main idea), when, where, questions; identifies the theme or makes prediction about a reading passage; summarizes text accurately in correct sequence; and follows 3 or more step written directions.	The student uses a variety of simple sentences that support a topic; communicates by using a variety of words; uses conventions (e.g., capitalization, appropriate spacing, variety of ending punctuation marks such as exclamation and question mark); and correctly spells commonly used words.	The student skip counts by twos, fives, and tens; extends a simple pattern; interprets a simple graph; uses and applies basic units of measurement (e.g., time measurement, temperature, distance, and volume); identifies value of a combination of paper currency and coins; performs double-digit addition and subtraction with regrouping; and identifies whole, one-half, and one-quarter.	Reading 52 or above Writing 76 or above 74 or above
Proficient	The student reads a simple sentence of 4-5 or more words; identifies beginning, middle, and end of the sequence of events in the text; obtains information using text features including pictures (illustrations for text), visual cues (e.g., chapter headings, bolded or italicized text); identifies or reads words of increasing complexity (e.g., 5 or more letters, or 2 or more syllables); identifies answers to who, what, where questions about a reading passage; and follows 2-step written directions.	The student communicates ideas by using complete sentences; communicates by choosing appropriate word choice related to the topic; and uses conventions of writing (e.g., capitalization, appropriate spacing, use of periods, and correct orientation of written letters and/or other graphics).	The student counts to 20 or above and skip counts by fives and tens; reads and writes/reproduces two-digit numbers; reads and writes two-digit numbers; identifies place value of ones and tens; creates simple tables, charts, or graphs; identifies which category of a table has the most or least; performs double-digit addition and subtraction without regrouping; identifies symbols +, -, and =; identifies units of measurement (e.g., time, money, linear, or distance); identifies value of a combination of coins; identifies paper currency (1, 5, 10, and 20); labels empty set as none or zero; identifies where an object is located relative to another object (e.g., in and out, over and under, in front of, and beside); and identifies whole and one-half.	Reading 33-61 Writing 41-75 Mathematics 52-73
Below Proficient	The student decodes simple words; identifies or reads simple sight words; reads simple sentences of 2-3 words; identifies story elements (main idea and/or main character) from a passage read aloud; and follows 1-step written directions.	The student communicates ideas to others (a story/event) by the use of one or two pictures and/or symbols; and uses some conventions of writing (e.g., capitalization and punctuation, spacing/alignment, left to right).	The student rote counts single-digit numbers; reads and writes/reproduces single-digit numbers; identifies first, second, and third in activities; identifies the basic geometric shapes of triangle, circle, and square; matches items with like attributes; and identifies coins (penny, nickel, dime, and quarter).	Reading 12-32 Writing 16-40 Mathematics 22-51
Far Below Proficient	There is a significant need for additional instructional opportunities to achieve the proficient level.	There is a significant need for additional instructional opportunities to achieve the proficient level.	There is a significant need for additional instructional opportunities to achieve the proficient level.	Reading 11 or below Writing 15 or below Mathematics 21 or below

Alaska's Alternate Reading, Writing, and Mathematics
Proficiency Level Descriptors – Grades 9 and 10

Proficiency Level	Reading	Writing	Math	Score Ranges
Advanced	The student answers who, what, when, where, and why questions about a reading passage; uses strategies for decoding unfamiliar words and reads sentences with increasingly complex text; understands the difference between fact and opinion; and follows more complex written directions.	The student shows increasing complexity in sentence structure; consistently uses supporting details that are related to the topic; consistently organizes information about a topic in a variety of forms for different audiences and purposes that communicates a clear message; and corrects errors in spelling, capitalization (including proper nouns), end punctuation, and commas.	The student performs addition of multiple single-digit numbers; uses simple patterns to solve problems; determines the amount of money needed for a purchase; divides single-digit numbers by single-digit numbers; and identifies whole, one-half, one-quarter, one-third, and three-fourths.	Reading 57 or above Writing 82 or above Mathematics 81 or above
Proficient	The student answers who (main character), what (main idea, problem and solution), when and where (setting) questions about a reading passage; identifies the theme and makes predictions about a reading passage; summarizes text accurately in correct sequence; decodes unfamiliar words using knowledge of letter-sound relationships (phonics) and word structure (base word, prefix, suffix); and follows multi-step written directions to complete a task.	The student produces a variety of simple sentences that support a topic; communicates ideas for different audiences by using a variety of purposes that clearly communicates a message; uses simple editing strategies, such as checking for correct capitalization, punctuation and spelling.	The student performs double-digit addition and subtraction with regrouping; uses and applies basic units of measurement (e.g., time, measurement, temperature, distance, or volume); multiplies single-digit numbers by single-digit numbers; rounds numbers to the nearest ten; and identifies whole, one-half, one-quarter, and three-quarters.	Reading 43-56 Writing 47-81 Mathematics 63-80
Below Proficient	The student reads simple sentences of 2-3 words; answers one who, what, or where question about a passage read aloud; and follows 1- and 2-step written directions.	The student exhibits a limited or an unfocused idea that does not support a topic; communicates own ideas by using incomplete and complete sentences; and edits some errors in punctuation and capitalization.	The student reads and writes two-digit numbers; identifies size (bigger and smaller); reads a simple graph; identifies properties of basic geometric shapes (triangle, circle, and square); finds and supplies the missing element in a repeating pattern; and sorts coins by their value.	Reading 22-42 Writing 24-46 Mathematics 24-62
Far Below Proficient	There is a significant need for additional instructional opportunities to achieve the proficient level.	There is a significant need for additional instructional opportunities to achieve the proficient level.	There is a significant need for additional instructional opportunities to achieve the proficient level.	Reading 21 or below Writing 23 or below Mathematics 23 or below

Frequently Asked Questions, 2007-2008

Question	Answer
When an assessor-in-training exhausts all ten trials to pass a proficiency module, what do we do?	After 4 no-passes, assessors-in-training should stop, re-take the training and the how-to-score modules again. If they still are receiving no-passes after a couple more tries, they need to seek help from their Qualified Mentor Trainer. When ten trials are attempted, the Qualified Mentor Trainer may request that the training module be reset for more attempts. Contact the DRA HelpDesk at Email: sevrina@dillardresearchassociates.com, or call: 1-800-838-3163.
How should the assessor or teacher giving the Alternate Assessment respond to the student when the student answers?	The assessor should encourage student responses with a neutrally reinforcing manner. The assessor should avoid reinforcing only correct answers during the assessment. In this way, assessment is different from classroom instruction.
Does testing need to be completed in one session?	Not necessarily. Test administration should be tailored to the needs of student. Testing can be conducted over multiple brief sessions or scheduled at a time most conducive to student responding.
How long does it take for a assessor-in-training to become proficient at administration?	The time to reach proficiency varies from person to person. There are three components: online training modules, online proficiency evaluations, and practice test administration with a student. Typically, assessors will complete all of the online components in a total of 6-12 hours. A practice test involves preparing student materials and administering the four content areas to a student.
Is AYP treated differently for a student on the Alternate Assessment?	The Alternate Assessment is taken by students who are on a non-diploma track and who have significant cognitive disabilities. The results of the Alternate Assessment are included in calculating AYP. However, there is a 1% cap on proficient scores that can be counted for AYP. While more than 1% of students can have proficient scores, a district may count only a maximum of 1% of these scores as proficient in the AYP calculations.
Can you explain the Scoring Key for the Correct Letter Sequence (CLS)?	Total possible score is 9 points, but 9 points = 100% for this item. Since every student will have a different number of letters in their name, scoring is calculated on a percentage basis. For example: John Doe can receive 9 points. If he gets 7 points correct, 7/9 (7 divided by 9) = 77%. Look at the scoring guide, Percent Correct to find 77% which is between 60% and 79%. Next, look at Points to see that John Doe receives 15 points for this item.

Question	Answer
Can you explain the Scoring Key for the Correct Word Sequence (CWS)?	Total possible score is 10 points, 10 points = 100%. Students are prompted to write sentences on their own, so the length of each sentence may vary. First the sentence is scored for percentage correct. Then the scoring guide is used to calculate total points based on the correct percentage. Example: Student response: My teacher is nise. This sentence is worth a total of 5 CWS: ^ My ^ teacher ^ is ^ nice. ^ The student spelled nice wrong and did not use a period, so the student would receive 3 CWS: ^ My ^ teacher ^ is – nise – To calculate the percentage: 3/5 = 60% Now refer to the scoring key in the scoring protocol: 60% = 6 points. The student would receive 6 points for this item. You can find additional information on the CLS and CWS Guide - http://www.eed.state.ak.us/tls/assessment/AlternateOptional/07-08/CWS_CLS_Guide.pdf
What happens if we do not enter student data before the deadline?	The online data entry system will be closed and will be taken offline at midnight at the end of the test window. Student data not entered in the system by that time will not be included in that year's statewide accountability system.
Are there guidelines for administering the practice test?	The purpose of the practice test is to become familiar with the materials, administering and scoring the tasks with a student present. It is recommended that a practice test be given to a student in a regular education classroom instead of to a student who is eligible to take the Alternate Assessment. The scoring protocols are then evaluated by a mentor for accuracy and completeness.
What do the Alternate Assessments measure?	The Alternate Assessments in grades 3-10 measure student achievement in relation to the performance standards/extended grade level expectations. All students in grades 3-10 will be assessed in reading, writing, and mathematics. Beginning in 2008, all students in grades 4, 8, and 10 will also be assessed in science.
I'm having trouble printing the practice tests from the online system at http://ak.k12test.com. Every time I click on the materials to download them, Safari quits and I am unable to get them. What do you suggest?	First ensure that your system meets the requirements posted at: http://ak.k12test.com/info/requirements.php. If you are still unable to view or print the documents, you may have a pop-up blocker installed, and you will need to disable it. Documents can take up to several minutes to download depending on your network connection. If problems continue, contact the DRA Helpdesk: At 1-800-838-3163, or e-mail sevrina@dillardresearchassociates.com

Question	Answer
I am having trouble getting the response options of the proficiency trials on the website to play.	The system requirements link on the main page (ak.k12test.com) contains links to the pdf viewer and Flash player download pages. Download the appropriate software to complete the online training. For large training groups, please be aware of the system requirements and contact the district IT person about the system requirements ahead of time.
Can a paraprofessional administer the Alternate Assessment?	Yes. Only school personnel may administer the Alternate Assessment (4 AAC 06.765,c). All personnel must be trained and meet the proficiency requirements as Qualified Assessors before receiving access to the secure test and administering the assessment to a student. Qualified Mentor Trainers certify school personnel as Qualified Assessors.
Can parents give the Alternate Assessment? If so, under what conditions?	Parents may not administer any of the state tests. Only school personnel may administer state tests (4 AAC 06.765, c). All personnel who will administer the Alternate Assessment must also be trained and meet the proficiency requirements as Qualified Assessors before receiving access to the secure test.
I am having trouble downloading and printing the practice test, a popup appears that says the file has been damaged and is unable to be downloaded. What do you suggest?	First check the system requirements. There is a link to "System Requirements" on the main login page. Make sure you have the correct plug-ins for the downloads. Let the DRA Help Desk know if this solves the problem or they will continue troubleshooting the problem.
I'm having trouble printing the practice tests from the online system at www.ak.k12test.com. Every time I click on the materials to download them, Safari quits and I am unable to get them. What do you suggest?	Firefox is the best browser to use with our website. You can download Firefox for free at: http://www.mozilla.com/en-US/ We suggest that users download the practice test using Firefox. If problems continue, contact the DRA Helpdesk: At phone number 1-800-838-3163.
How will we know if a student is proficient on a Reading, Writing, Mathematics, or Science Alternate Assessment?	The Alaska State Board of Education approved proficiency scores in July 2007. Proficiency levels for the Alternate Assessment are: Advanced, Proficient, Below Proficient, and Far Below Proficient. The cut scores can be viewed at http://www.eed.state.ak.us/tls/assessment/alternate_optional.html select Alternate Assessment Proficiency Scores.

Question	Answer
What happens at standard setting?	Standard Setting is a formal process for determining the range of scores that will represent the four proficiency levels: Advanced, Proficient, Below Proficient, and Far Below Proficient. This process occurred in May 2007. Science Standard Setting will occur in April 2008. The resulting "cut" scores will be submitted to the State Board for approval in July 2008. Reading, Writing, and Mathematics proficiency scores will be re-evaluated in April 2008 by a Standards Validation Committee.
Who issues Qualified Assessor (QA) Certificates to protégés?	Qualified Mentor-Trainers are responsible for issuing Qualified Assessor certificates to their protégés after completion of all required tasks.
Once a person achieves Qualified Assessor status, is any further training necessary?	To maintain the Qualified Assessor status, the annual requirements are: attend any required district trainings, sign a Test Security Agreement and file with the District Test Coordinator, re-register on the test website, and complete the required refreshing proficiencies to maintain skills.
Once a person achieves Qualified Mentor Trainer status, is any further training necessary?	To maintain the Qualified Mentor Trainers status, the annual requirements are: attend any training required by the Alternate Assessment Program Manager, sign a Test Security Agreement annually and file with both EED and the District Test Coordinator, re-register on the test web site, and complete the required refreshing proficiencies to maintain skills.
What are the annual required refresher tasks?	Refer to page 21 of the Teacher Participation Guide 2007-2008 in the Alternate Assessment Manual for a list of specific tasks required.
Does the Department of Education & Early Development (EED) pay for Alternate Assessment training?	EED pays for Alternate Assessment mentors to attend training, including travel costs, lodging, per diem, and any substitute teacher costs.
If a student took the Alternate Assessment last year as a 10th grader and that same student enrolled in grade 10 again this year, does s/he take the Alternate Assessment again?	Yes. Students in grades 3 through 10 must be assessed, whether they are retained or not. The Alternate Assessment is not administered to 11th or 12th graders as it is a non-diploma track assessment.
How will scoring be reported for students taking the Reading, Writing, Mathematics, and Science Alternate Assessments?	Unofficial Individual Student Reports are received immediately after entering student demographic and test score information. These reports show the percent correct for each task. The official student reports are being redesigned to show the points earned out of the possible points for each task and will be mailed by EED to districts in August. 2008.

Question	Answer
How are the Reading, Writing, Mathematics, and Science Alternate Assessments scored?	In this system the Qualified Assessors are the raters. A Qualified Assessor administers the Reading, Writing, Mathematics, and Science Alternate Assessments one-on-one to an individual student, and records the student's responses on forms called scoring protocols. After testing is completed the Qualified Assessor logs onto the online assessment system and enters the student responses into a secure data entry system. An unofficial student report is generated immediately.
In prior years, districts shipped portfolios to the test vendor. Will districts ship materials to the test vendor for students taking the Alternate Assessments?	Districts do not ship test information to the vendor. All test information is submitted via the online test system. The only materials that districts ship to the test vendor are the two sets of scoring protocols for a mentor-in-training. This process is explained in detail at mentor training. All other assessors in training work directly with their district's Alternate Assessment Qualified Mentor Trainer.
Can students use computers, assistive technology, spell check, etc. to respond under standard administration conditions?	Yes, however, some assistive technologies may represent modifications. The assessments are designed to measure a student's independent response. It is acceptable to provide supports that give the student the best opportunity to show what the student can do independently without modifying the test construct.
How long does it take to administer the test to a student?	In 2008, test administration involves assessing four subjects: reading, writing, mathematics, and science. On the average, each subject will be completed within 15 to 30 minutes. Total time for testing may range between 1 to 2 hours. Administration time varies due to the amount of time an individual student requires to respond.
What are the regulations on allowing a parent of a student to sit in the room while the child takes the test?	Special circumstances, interruptions, or distractions that affect individual or group performance can lead to invalid test results. The presence of a parent in the room would be considered a distraction to all students, including the parent's child.
How do we update online status from Assessor-in-training to Qualified Assessor?	Mentors are in charge of updating the online status of their district’s assessors-in-training after all requirements are completed. Log onto the test website (http://ak.k12test.com), click on the ADMIN tab on the upper right hand side. Select "Upgrade User Accounts." Here you will be able to view all teachers you are working with. Select an individual name, and a drop down menu will appear. Select Qualified Assessor, and then click "update account." Qualified Mentor-Trainers are responsible for issuing Qualified Assessor certificates to their protégés after completion of all required tasks. Contact the AA Program Manager for an updated QA certificate.

Glossary of Terms

Alternate Assessments are designed for students with significant cognitive disabilities that prevent them from taking the regular Standards Based Assessment (SBA) with or without accommodations. Students must meet the eligibility criteria as specified in the *Participation Guidelines* or located on the Alternate Assessment website in expanded format at http://www.eed.state.ak.us/tls/assessment/AlternateOptional/05-06/ExpandedFormatPartCriteriaAug05.pdf

Access Skills (Early Entry Points) are the very basic, underlying social, motor, or communication skills needed by students to be able to accomplish the content learning standards and may be part of the student's Individualized Education Program's (IEP). Instead of teaching these skills in isolation, they may be embedded within the context of standards-based instructional activities. This allows the student to practice targeted IEP skills while providing access to the general education curriculum. Access skills are not part of the grade level expectations but when used during content-related activities, they meaningfully engage students in the content activities and expose students to new ideas while practicing necessary skills required in the student's IEP.

Age-Appropriate Instruction and Materials – Instruction of students should open up opportunities to access the content standards, not limit participation in the grade level instructional activities. Materials and activities should reflect the chronological age of the student and be consistent with the content, activities, materials, and expected outcomes for all students. Materials may be adapted to provide access for the student with an Individualized Education Program (IEP).

Content Standards are broad statements of what students should know and be able to do as a result of their public school experience.

Performance Standards are aligned to the Content Standards and are measurable statements of what students should know and be able to do in the age spans 5-7, 8-10, 11-14, and 15-18.Within these standards are **strands**, which are clusters of learning standards in the content area organized around a central idea or concept.

Grade Level Expectations (GLEs) are specific statements of the knowledge and/or skills that students are expected to demonstrate at each grade level. They serve as checkpoints that monitor progress towards the performance standards and ultimately, the content standards. The grade-level expectations do not replace the performance standards; rather, they serve to clarify the standards. They also serve to define and communicate eligible content, or the range of knowledge and skills from which instruction and the new assessments are designed.

Extended Grade Level Expectations (ExGLEs) are linked to the Performance Standards/Grade Level Expectations. They are measurable statements of what students with significant cognitive disabilities should know and be able to do at grade level. The extended grade level expectations are foundational skills and are less complex than the grade level expectations.

Early Entry Points describe the least complex skills and are prerequisites to the skills being assessed. They provide a range of options at which a student with a disability can access the learning standard at a less complex level. See above for definition of **Access Skills** and their relationship to standards.

Achievement Standards are descriptions of a test taker's competency, and **Alternate Achievement Standards** (AAS) are descriptions of competency for students who take the alternate assessment. There are four components of achievement standards.

1) **Labels** designating the different levels of student achievement. Alaska's proficiency levels are labeled: Advanced, Proficient, Below Proficient, and Far Below Proficient.
2) **Proficiency descriptors** are narrative statements describing student achievement at the different levels of competence useful in determining cut scores.
3) **Cut scores** separate the different achievement levels
4) **Exemplars** are samples of student work or student test results.